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RECREATION

Formerly THE PLAYGROUND

— April, 1932 —



Giving the Girl a Chance

By Ethel Bowers

Popular Playground Projects

Spring Thoughts for Recreationists

By Marie F. Heisley

Promoting Art Hobbies

By Ruby M. Palmer

Good Digging to You!

By Gladys Forbush

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RECREATION

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Playgrounds

Build for the New Era

THE production of things in great abundance, in the era just ended, was thought essential to happiness.

So we rushed and hurried in our manufacture of things. We produced in such abundance that we cared not for waste. We were swept along in a great carnival of wasting things easily produced.

Now we see that "enduring satisfactions" are not mainly dependent upon having many things—in great quantity.

We are turned back upon ourselves—whether our capital resources be great or small; we are turned back on what is within us—upon our own skills, our own capacities, upon what we can *do* rather than upon what we have or possess.

The playground is primarily a place for developing power to *do*. Swimming, skating, running, playing games, acting, singing, making kites, model airplanes, observing nature, are not dependent on costly external materials but rather upon power to do, upon individual skill.

Helping the individual child to do well and happily what he most wants to do now and will want to do later—is preeminently the task of the playground.

So in this changing from the old industrial era of over-production of things to the new era in which there is to be thought for the consumer—for living, for culture—we turn more than before to the playgrounds and the play leaders.

We think, what is it that men, women, children most like to *do* when they are free to do what they please, what activity gives the most "enduring satisfaction," what is the minimum of facilities needed, but even more, what is the practice under leadership that will give a degree of mastery, of achievement, that will make possible the maximum of satisfaction?

We turn to the playground as a means of fitting children through their own happy activities to acquire habits of "living" every day, every week, every year, habits that not only give skill and self-control for a future always ahead, but which right in the present at very low cost give within themselves power for life eternal, vital living, for keeping young.

Mastery over living may in considerable measure be independent of what one possesses outside oneself—if one has been led from childhood to develop enough within. The development of activity, skills, power, vitality within is the preeminent task of the one who leads children in their play.

More and more in the new era play leaders and parents will work together in doing just this—making to children the greatest possible gift—the gift of the power to have the center of one's own doing, one's own living, and one's control within and not without oneself.

HOWARD BRAUCHER.

Now That April's Here!



H. Armstrong Roberts

Pets! Having a pet of his own seems a part of the birthright of every child, and playgrounds are doing much to foster the love of children for animals and their interest in them and their

proper care through annual pet shows. Now comes the season when plans for summer programs are under way. You are, of course, remembering the children's friends!

Popular Playground Projects



There was no single activity more popular on last summer's playgrounds than handcraft in all its forms.

Before you make your plans for the coming summer, take a tour with us to some of America's playgrounds.

EVERY playground program is built on activities which have proved successful somewhere! And so a brief survey of a few of the activities which in one city or another helped make last summer's playgrounds interesting may point the way to added successes during the coming summer.

Making Facilities Known

First of all there is the problem of making facilities known to the public and at the present time of depression, when many more people are turning to the municipal recreation program, this is important. Last year the Board of Park Commissioners of Seattle, Washington, met the problem by carrying on a Playground Week Campaign at the beginning of the season to acquaint the public with the extensive facilities available. The radio was widely used, while motor car

placards urged parents to send their children to playgrounds and bathing beaches where leadership was provided. There was much publicity in the local newspaper, the *Post Intelligencer* publishing a complete list of the playfields with their locations.

Use your local press to make known the names and addresses of the play centers. Place posters in store windows and in all the places where the unemployed congregate. Through every possible channel broadcast invitations to come to the playgrounds.

A Traveling Theatre That's Different

A popular feature of community nights in Salem, Massachusetts, last summer was eleven plays sponsored in each of the neighborhoods of the playgrounds maintained by the Bureau of Park Commissioners. The plays were presented on a specially designed traveling stage, a very unique structure, built on an obsolete horse-drawn hook and ladder truck. The scenery consists of one stationary set painted in oil upon unbleached cotton and nailed firmly to the stage. The design is serviceable for both interiors and exteriors,

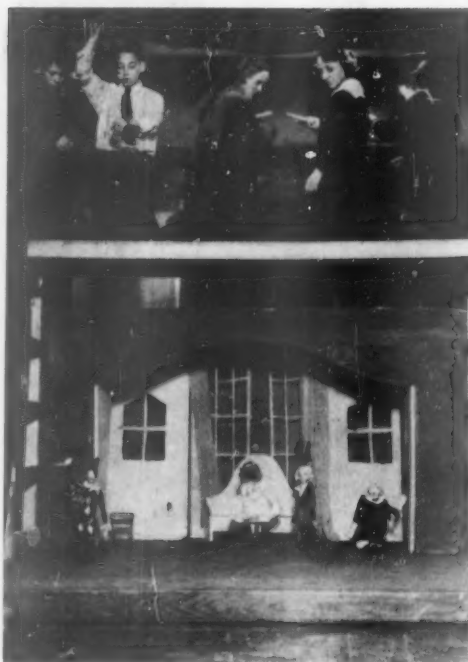
being finished in dark green and neutral. The portable stage is 28' long, 14' wide and 14' high. There are side and rear entrances, dressing rooms, proscenium and footlights.

On each of the community nights the program was the same with singing games by the playground children in a circle on the grass, a performance by the percussion ensemble with victrola accompaniment given on the stage, a Punch and Judy show, using puppets made by the playground children, a special play for each ground, and local talent in dance or vocal numbers. Audiences for these performances were large and responsive and all the features won great favor.

A special class in puppet making was conducted throughout the summer to instruct children in the art of puppetry. Plasterline was used to mold the heads of such characters as Black Sambo, Punch and Judy, and Old Lady Witch. Plaster was poured over these molds and allowed to harden. The plaster was then removed and an impression left in these plaster molds. The children then dressed the characters and conducted Punch and Judy shows on their playgrounds.

Puppet Shows That Go About

Traveling theatres, such as Salem's popular portable stage, have delighted large audiences in a number of cities. And now comes the "perambulating" puppet show, an innovation last summer in Philadelphia where it traveled through the streets of crowded tenement districts. A portable collapsible stage, 6 feet high, was used. With its green velvet curtains, gold fringe, props and stage scenery, it was a theatre in miniature. The actors were an assortment of pretty and amusing dolls made for the occasion with hollow arms and heads for the fingers of the puppet players. Clever manipulation by the fingers of the puppeteers, who were hidden behind the screen, gave very life-like movements and gestures. Complete



You may never have another chance to go back-stage and see how it's done!

plays were acted out on this miniature stage. It was a "talkie" as well, for the manipulators behind the screen talked as the puppets acted. The shows were operated by the Philadelphia Playgrounds Association in cooperation with the Inter-State Dairy Council who furnished the training to those who conducted the shows and shared with the Playgrounds Association the expense of presenting them.

A Children's Folk Theatre

A folk theatre for children is one of the unique developments on the public playgrounds of Cleveland where there are thirty-two nationality groups. And from what "homely" material do the children construct

their house of dreams!

The passerby walking through a Bohemian neighborhood reads the announcement posted at the playground that on Friday night "The Rose Bud," a play, will be given at seven o'clock. Returning promptly at seven, he finds a rope encircling the supports of the traveling rings and extending around the volley ball standards. Around this roped off area are several hundred adults and children.

Then comes the play!

A child in costume passes around the inside of the roped area and shows a placard giving the name of the play, and possibly the names of the characters and the children who will play them. The area beneath the traveling rings is the stage. It is crude, but the children of this playground have decided it is the most adaptable and desirable place for the stage. A larger area in front of the stage is roped off so that the spectators will not crowd the stage.

A herald in costume announces the first scene and states that this play is one that has been developed from a folk story taken from Czechoslovakian folk lore. The entire play has been made up from the story by the actors. Few lines have been

memorized but the action is accompanied by dialogue strangely like the usual language of the children. The stage props are the playground benches. Practically every other item needed in the action of the play is borrowed for the occasion from the homes of the children. The play is costumed, as the Recreation Department has scores of costumes for both boys and girls.

The herald announces the scenes and the play progresses to the intense interest of the neighborhood. When the last scene has been played, the herald or instructor will perhaps announce that next Friday another play will be given and that the children who want to be in it are to appear at the storytelling hours throughout the week when the stories of another country will be told and the story will be selected for playing at the next Friday night presentation.

This scene took place last summer on all of the city playgrounds in Cleveland. Eight foreign countries were selected for study, and scores of folk tales of each country were told and dramatized. For next season's theatre stories will be selected from the folk lore of Italy, Russia, China, Roumania, Greece, Scotland, Denmark, and the early Colonial period of the United States.

Practically every form of dramatic expression is used during this program of storytelling and dramatics. The puppet show, pantomime, shadowgraph pantomime, and operetta as well as the usual dramatic form are brought into play.

Some of the Stories Dramatized.

HOLLAND

The Wonder Wheat of the Lady Sand.
The Beard that Grew and Grew.
The Hodge Podge Hold Fast.
Kling Klang Poor Dokkum.
The Willow Man and Sunday's Child.
The Most Magnificent Cook of All.
The Leak in the Dike.

SWEDEN

Canute Whistle-Wink.
The Gift of the Sea King.
Star Eye.
The Sausage.
The Stone Statue.

JAPAN.

My Lord Bag of Rice.
The Farmer and the Badger.
The Mirror of Matsuyama.
The Youth Who Gathered Jewels.
Aunt Wind and Little Pomegranate.

SPAIN

The Clover.
The Golden Pitcher.
The Witch of Amooto.
The Orange Princess.
The Weeping Willow and the Cypress.

HUNGARY

The Magic Stone.
The Stone Princess.
The Arch of Strachena.

CZECHOSLOVAKIA

The Rose Bud.
The Shepherd and the Dragon.
The Golden Godmother.
The Wood Maidens.
The Three Golden Hairs.

GERMANY

The Rhinegold.
Otto of the Silver Hand.
The Raven.
The Nose Tree.
Hansel and Gretel.
The Gallant Tailor.

AMERICA

The Squire's Bride.
Johnny Apple Seed.
Alice in Wonderland.
Margaret of New Orleans.
The Gulls of Salt Lake.
The Pine Tree Shillings.
An Axe to Grind.

Reading on the Playground

Not only puppet shows but libraries as well traveled about last summer. In Newark, N. J., the public library sent out a truck to five of the playgrounds maintained by the Board of Education. The truck contained books of interest to children, reaching each playground once a week at a specified time. Books were also supplied at two other playgrounds at which extension libraries were permanently located. Here an assistant from the library was present once a week to distribute the books.

The playgrounds of Little Rock, Ark., also had a traveling library which visited all the playgrounds once a week. The librarian took with her several handgrips full of posters advertising the libraries. Books were checked out and in at each play center and the children's wants were carefully noted, and the books they wished brought back the following week. Two reading centers in suburban districts were also visited by the traveling library each week. During the summer playground season over 6000 books were checked out.

An Interesting Approach to Handcraft

Handcraft was made a particularly fascinating activity in Monroe, Michigan, last summer when the Board of Education added a shop course to the playground program. On entering the shop the boys found opportunities for making such articles as boats, windmills, gliders, wheels, letter holders, bicycle pinwheels and scooters. And in addition to suggested constructions there were provided a number of pieces of equipment for manipulation. These included electric bells and buzzers, dry cell lights, telephones, magnetic coils and motors. Boys were allowed to enter and leave the shop at will and no effort was made to control their activity other than by visual suggestion. This resulted in some small boys pounding nails for the fun of pounding, and in the construction of doll furniture from the wood clippings provided. The number in each group ranged from twenty to fifty, with an average of thirty at work at one time.

A handcraft project in Norwalk, Connecticut, was a model playground and doll house contest. Each playground decided which project it would choose and worked for a month on the construction of its model. Points were given on the following basis: originality (possible) 25 points; furnishings (possible) 50 points; neatness (possible) 25 points.

Little Journeys to Other Lands

*"Where do you come from,
Mr. Gay?*

*'From the land of play,
from the land of play.'*

*And where can that be,
Mr. Gay?*

'Faraway, faraway.'"

And so last summer the children of the municipal playgrounds of Cleveland took a trip to see how the children of other lands play. Handcraft, sandcraft, toy orchestras, singing games, folk dances, games, storytelling and dramatics were correlated in this travel program which comprised suggestions from the folk lore, music, arts and skills of a number of countries. A glimpse at the handcraft program will show how the theme was developed:

First the children went to Holland by the simple device of constructing windmills, tulip gardens, ships of wood and corks, people of wood

and paper, wooden dolls and beds for them of wooden shoes.

Japan came next, and the children were able to conjure up a vivid picture of the happy island by making quaint little paper houses and lanterns, paper mats and fans, lacquered chests, flying fish, kites, sandals, parasols, dolls and rickshaws. Hungary they pictured through the thatched villages which they constructed, the wayside shrines, and the costumes and embroideries which they made.

The visit to Spain was fascinating, for there were card castles to be made, combs of pierced paper, brightly painted shawls, flower ornaments for the hair, clappers and castanets. And what would be more exciting for the boys than the toreador game! Germany, the land of toys, provided unlimited opportunity for interesting adventures in handcraft, while Sweden was visioned in the making of ancient Viking ships, wooden dolls and figures dressed in national costumes, shields and cut paper for lace designs and wall decorations.

Flowers everywhere—in gardens, embroidered on vests, painted on little white houses, on cradles, gift and shrine boxes of starched paper with painted glass tops—this was the Czechoslovakia which the Children of Cleveland created.

And in a trip of exploration of their own country, the children made the acquaintance of the Indian through constructing wigwams, bows and arrows, cradles, ceremonial masks and good luck charms, and by donning beads and feathers.

The results of the introduction of Old World culture into the playground program found its fullest expression in the final playground festival in

which almost 3,000 children participated and in story form gave a demonstration of the music, games, dances, storytelling and dramatics developed during the season. Over 30,000 people witnessed the demonstration.

Storytelling

A suggestion for storytelling comes from the Department of Parks and Recreation, Altoona,



"Once upon a time," begins the storyteller, and you can hear a pin drop.



Courtesy Recreation Department, Piedmont, California.

Pennsylvania, which is experimenting with an interesting plan for primary and intermediate groups.

With the primary group, the name of the character, property or scenery which the child represents was printed on a placard and pinned or tied on the child. All that was required for the intermediate group was one or two pieces of clothing to represent the character, such as a shawl and bonnet for an old lady or a cap or apron for a cook.

A storyteller was developed for the group, a person being chosen who had a pleasing manner and voice. A worker was in charge of the selection of stories who listened in once or twice a week and gave any necessary suggestions. Costuming the storyteller added to the interest. It was also found helpful for her to take with her to the various playgrounds objects and articles relating to the story which she exhibited as she came to the part of the story to which they related. This plan was worked out in Altoona particularly in relation to the nature study program, stories being told which were associated with nature activities.

Playground Music

Maywood, Illinois, has a junior band sponsored by the Recreation Board and composed, with few exceptions, of boys who have had no previous instrumental training. The leadership, sweaters, caps, one bass horn and bass drum are furnished by the Recreation Board. Class members purchase their own trousers and instruments. There are two rehearsals a week for the entire band. Each year the graduating eighth grade class leaves

The sand box on a Saturday afternoon, with a leader who can tell stories and who is an expert at tying knots and doing other fascinating things -- what more would a boy ask for?

a number of vacancies in the band. The present director, Mr. Wesley Shepard, has a beginning class of eighty, many of whom

joined the band after a few months' training.

The Playground Commission of Cedar Rapids, Iowa, has a twelve-piece band which meets once a week for rehearsals. Their repertoire includes all the numbers used for the community singing which is conducted by the Commission. Thus the problem of providing musical accompaniment for the community sings has been solved.

With one exception all the centers conducted by the Peoria, Illinois, Recreation Commission have a children's orchestra with an enrollment of from ten to twenty-five in each class. All of the groups practise the same numbers, and at the close of the season a combined orchestra from all the centers give a concert.

All Day Hikes

At Cleveland Heights, Ohio, there were special activities which made the playground program particularly interesting last summer. Every Wednesday at nine o'clock boy and girl hikers, well fortified with boxes of lunch, met in the front of the Board of Education building for a day's outing from which they returned at 4:30. Each trip was in the nature of an adventure, and there were nature hunts, surprise programs, peanut hunts, hare and hound races, treasure hunts, animal study trips, and visits to camp. Every hike was under the leadership of two adults. Girls from ten to twelve years of age enjoyed two-day camp outings, paying a small fee to cover ex-

penses. Airplane clubs and regularly scheduled toy-making classes were popular features of the program.

A Playground Flower Show

A new playground project in Dalton, Massachusetts, last summer was a flower show. The older boys decided to gather from the woods all of the different native ferns and water plants available and to place an exhibit in the show to be known as the "Pine Grove Playground Entry." The idea developed rapidly and soon there were many eager little gardeners at work. A tub was sunk into the ground, rocks and moss placed around it and cattails planted for a background. Ferns in their native soil covered the sides and front. Pond lilies were placed in the water, while toadstools and mushrooms arranged among the rocks with a big green frog on one of the pond lilies, gave a natural appearance. A hose was buried and a revolving spray placed in the back gave the appearance of a fountain sprinkling the ferns and lilies. Scores of boys and girls stood in front of this exhibit by the hour.

Special Events on the Playground

The great majority of cities are now following the plan of building up their playground programs and sustaining interest in them by the introduction of weekly special events.

In Sheboygan, Wisconsin, last summer, a pet show was held during the first week of the playground season. The second week was climaxed by a Fourth of July celebration, and at the same time a sand box contest was held for the younger children, the winner from each of the playgrounds taking part in the play festival held at the close of the season. A lantern procession, and a parade of decorated doll buggies, coaster wagons and other vehicles were the featured events during the third week of the season. Each of the playgrounds held a track and field meet for the fourth week, while the next week was featured with a huge playground demonstration held on each of the playgrounds. During the sixth week push-mobile, coaster wagon and kitty car races were held for the boys, jackstone and rope jumping

contests for the girls, and a kite flying contest for both boys and girls. The seventh week was the week of climaxes with the Third Annual Play Festival scheduled for August 8th. During the final week of the playground program a huge picnic was held in which all of the children and many of their parents took part.

A Balloon Day was one of the interesting events of the playground season in Somerville, Massachusetts. Break-the-balloon, balloon relay, kick-the-balloon, and balloon hoist were among the popular events.

Community Week was observed August 10th to 15th by the Community Recreation Association of Dalton, Massachusetts. The community night program, the most important event of the playground season, was held on August 13th, when 1,500 people celebrated the event held at Pine Grove Park. Each of the three playgrounds contributed to the program which included selections by the drum corps, a marionette show, a comedy sketch, and a Maypole dance and other features.

The Square Dance Returns

Have you tried square dances in your recreation program? First held as an experiment by the Houston, Texas, Recreation Department, callers, fiddlers and friends of the dance appeared in such large number that it was found desirable to hold the dances regularly in the city auditorium.

As many as two thousand people would attend. The fiddlers soon became the "Piney Woods String Orchestra." The callers, each reviving his own peculiar call, added variety and color to the dance. And now the Houston Square Dance Association has been organized to preserve the square dance in its original charm.

A typical dance program for one evening, from 8 P.M. to midnight follows:

1. Grand March.
2. Square Dance "Four Hands Round."
3. Square Dance "Right Hands Cross."
4. Jiggers' Contest.
5. Fiddlers' Contest.
6. Rye Waltz.

(Continued on page 42)



Courtesy Girl Scouts.

The making of primitive musical instruments proves a fascinating activity at some camps.

The Girl Scout Camping Program

Adventure, discovery, the feeling of being at home in the out-of-doors; all are essential to camp programs.

By EMELIA THOORSELL
Secretary, Camp Advisory Staff
Girl Scouts

THE Girl Scout camping program is an important part of the movement. The organization feels that every girl should be at home in the out-of-doors where she can become familiar with every growing thing, discover the magic of sunrise on a mountain top, learn to build a fire and cook a meal even in the rain, experience the adventure of blazing a new trail and enjoy the peace of deep sleep under the stars. The organization believes that these experiences not only enrich girl's lives and build healthy bodies for them, but develop courage, resourcefulness, initiative, love of wholesome fun and the give and take of real companionship—qualities that will stand them in

good stead in whatever walks of life they enter in the future.

As the camping program is carried out in over five hundred camps in widely different localities, it is necessarily flexible. Girl Scout camps resemble each other in that they comply with the minimum standards (explained in detail in "Minimum Standards for Girl Scout Camps") for community backing, general program, quality and number of leaders, camp site, health and sanitation, waterfront regulations, equipment, food requirements and business records.

A primary requirement in the general camp program is the use of the patrol system, the keystone of Girl Scouting. A patrol is made up of

six or eight girls, one of whom is chosen leader. A number of patrols form a troop. The girl leaders of the patrols, with the troop captain and her lieutenants, form the Court of Honor, the governing body of the troop. In this way girls govern themselves, guided by unobtrusive leadership.

The patrol system lends itself readily to camp life. At Camp Edith Macy, the Girl Scout national training camp at Briarcliff Manor, New York, girls live in troop-sized units, which in turn have been divided into smaller groups for patrol living. The girls christen these encampments with such provocative names as Singing Pines, Gypsy Rest, Top of the World and Trail's End. Each of these camp families does its own work and runs its own affairs, uniting with other groups scattered over the hillside for occasional community meals in the big camp dining room or on the hillside, for land and water sports and the Council Ring, Scouts' Own and other group activities. The organization considers the small unit system of camping an ideal one and plans that eventually all Girl Scout camps will be conducted on this basis.

Apart from the above mentioned similarities, no two Girl Scout camps in the whole country are really alike. They are as diversified and picturesque as the localities in which they are set up. In California girls sleep under the giant redwoods in bed rolls on the ground; in Alabama they use the natural houses made by the cavernous rocks. Three-sided Adirondack shacks are popular in the virgin timber covered hills of New Mexico and bamboo shelters in Porto Rico. At Camp Edith Macy there are model tents with wooden floors for sleeping accommodations.

While the camping program is flexible, in all Girl Scouts there are five main lines of activities which are developed in so far as environment and leadership permit. These are: campcraft, nature study, aquatics, games, and camp "aesthetics."

Campcraft

Campcraft includes tramping and trailing, outdoor cooking, pioneering, primitive camping and gypsy trips.

The tenderfoot in camp begins by learning to make fuzz sticks for tinder, to whittle toasters and broilers from green sticks, and to become proficient in blanket rolling. A morning spent in pioneering projects will show girls making improvements about their camp. One group may be

carrying stones to make dishwater drain; another will be busily digging a cache in the ground or building one in a stream, with a third group lashing branches into a sturdy camp washstand or a bathing suit rack. At some camps they construct complete open air kitchens, consisting of stone stoves, wooden tables and benches, caches and "bean-holes." Many cooking experiments suitable to use in permanent camps or on the trail, are tried out. Fried eggs sizzle on tin can stoves and pots of ham and sweet potatoes cook slowly in "bean-holes" dug in the ground. Girls learn to mix dough in a bag, wind it on a peeled stick, and toast it over the fire. Many camps cook whole lambs and sides of beef in Hawaiian *imu* style, wrapped in wet grape leaves and placed in a fiery pit in the ground. Luncheon, supper and all-day hikes into nearby woods put the acquired campcraft into actual practice.

After the preliminary training has been gone through, the main camp is used as a woods base and groups are taken on overnight hikes with experienced leaders. Every girl does her share of the work. She may pitch tents, collect fire wood, make a latrine, carry water or do the cooking. She gradually becomes thoroughly at home in the out-of-doors. When girls have mastered the technique of the overnight trip, they are ready for the primitive camp where groups go off from the main base, set up their own camp, and remain for a week or ten days.

There is no limit to the kinds of adventure an experienced camper may have. Troops plan their routes ahead and take gypsy trips in covered wagons, in trucks or on foot. They stop for a safe dip in a lake, explore green lanes, and make and break camp when the spirit moves them. Long canoe trips are taken from the leaders' camp in Minnesota. The annual pack trip taken on horseback, with a chuck wagon brought along to carry provisions and baggage, which goes out from Camp Mary White, Roswell, New Mexico, covers one hundred and seventy-five miles of unexplored mountain trails.

Nature Study

The Girl Scout method of teaching nature is through first-hand observation, through games and related handicraft. Information is not memorized from books. The whole forest is open for research and reference. Books are turned to to clear up a doubt or to determine a correct name. Girls are encouraged to take steps to study the

plant and animal life in their own vicinities. At the Roswell, New Mexico camp, girls have planted a special turnip patch to encourage the deer. Once the animals' timidity is overcome, there is a fine chance for close observation. California girls have assembled a zoo typical of their state's insect life. The specimens—a five-inch scorpion, a six-inch tarantula and a centipede with forty legs—were collected on desert hikes and kept a short time for observation.

Nature Projects include trees, birds, flowers, fresh and salt water life, insects and stars. Girls learn to identify trees by leaves and needles, bark and twigs and to recognize trees by their stumps. Troops vie with each other to do the most "forest good turns," which may mean labeling poison ivy, destroying a caterpillar's nest, neatly cutting a broken branch, removing a tree fungus or planting the seed of a desirable plant. Girls plant tree seeds, have tree nurseries and take an active part in reforestation. In Salt Lake City, Girl Scouts have adopted a novel tree planting project. Tree seeds are taken along whenever the girls go hiking, and planted in appropriate places. Nature diaries illustrated by tree sketches, photographs and carbon prints, record tree observations made during camp sessions. The interest aroused in trees while in camp often leads girls into reforestation movements in their own communities.

Every camp has its bird houses and feeding trays. Bird Logs are kept that include all kinds of fact gathered about birds, from information about which parent brings the food, to the effect of moulting on song. At one Girl Scout camp a nature counsellor has introduced unusual and original methods of teaching bird lore. On early morning bird walks girls grow familiar enough with bird songs to enable them to record the songs in a bird choir book, each bar of music being ac-

companied by a drawing of the feathered singer. Girls have built a Bird Cafeteria, too. Under the portrait of each bird is a list of his favorite foods. Food trays hanging underneath are kept well supplied with his fancies. At the same camp girls have made an outdoor museum in which all the native animals are represented by cardboard images, made by the girls themselves.

Open air kitchens are construction projects full of absorbing interest.



Courtesy Girl Scouts.

Troops made rock gardens to beautify spots near their camps or build a flower sanctuary devoted to wild flowers which are rapidly disappearing because of excessive picking. When it is time the seeds are gathered from field and roadside and planted in the sanctuary the following year. The seeds of these flowers are gathered and planted, and so the flock increases every year.

At one camp there is a special stand with a vase on it. Each day a different wild flower is put in the vase and the picture of a different bird hung beside it. Any Girl Scout may try to find out the names of the specimens. She puts her answer on a slip of paper and drops it in a box. Tags are given to the one who correctly guesses all the flowers or all the birds. Like acquiring the dictionary habit, the girls remember distinctly what they search out for themselves.

When camps are close to ponds, lakes or any body of water, pond aquariums are made in order to study fresh water life. The girls construct the aquariums of stones and netting, with separate compartments for turtles and fish, and a rock for the creatures to sun themselves on. Water plants and ferns make them homelike. At camps close to the ocean, salt water life is studied in tidal pools. Accurate and fascinating observations are made in this manner.

Delightful games are played in the form of Nature Quests. In one of these Quests compass

points were painted on top of a post. A sign nearby read "Go 24 paces S. S. W. and find a cluster of flowers that are pale with shame because they steal their food." When the nature student had found the flowers, she came to the next direction which read "What tree, twenty paces N. E., is named for a fish?" Girls study the map of the skies and have evening star gazing parties. An experienced camper can find her way by the sun or stars.

Aquatics and Games

Organized games with their usual quota of spectators are not included in the Girl Scout camping program. Stimulating games that make every girl a participator are in favor. Canoeing, boating and swimming are very popular in all camps with waterfronts. An American Red Cross Senior Life Saver who is an experienced canoeist and boatman is always in charge. Girls who attain certain ranks are eligible for river trips with perhaps two days of paddling and a night spent on the sand dunes by the ocean. The whole camp joins in water games and pageants.

A wide green field with colorful targets where archers try the Columbia round is a familiar sight in a Girl Scout camp. Some troops make their own equipment as a handicraft project. Horseback riding is being introduced into camps, there is an occasional mounted troop, where girls learn to be real equestriennes. Lassoing and rope-spinning are practiced in a western camp.

Woods games are very popular everywhere. Girls thoroughly enjoy tramping and trailing, nature games, treasure hunts, map trailing, observation, stalking and tracking and cross country games like Run Sheep Run and Point to Point.

Camp "Aesthetics"

Folk songs, sea chanties and old fashioned melodies are sung in Girl Scout camps in preference

to jazz and popular music. Like the minstrels of old girls take pride in preserving the original spirit and words of the songs and try to pass them on intact. There is an increasing interest in primitive orchestras consisting of pipes of pan and tom toms, the instruments being made by the girls themselves. Music of this type combines well with camp dramatics.

Plots are drawn from local history, ancient folk lore or from pioneer tales recounted by the girls as heard from their grandfathers' lips, and pageants and plays built around them. A natural theatre with a level stretch of green for the stage and trees for backing and wings is preferred to an artificial constructed one. Colorful scenes are enacted around camp fires also and gay folk dances danced on the green. Puppet shows for which the girls make and operate the puppets, have proved very successful.

Handicraft, known as "Hobbies" in some camps, has always been a most popular activity.

Blue-printing, sketching, photography, making plaster casts of animal tracks, hammock making or carving records of summer activities on walking sticks are some of the favorites. Lately the organization has been making available to the field very interesting projects in craft work from natural materials, such as making pine needle brooms, osier baskets, drinking cups, from

burls, and baskets of grape leaves to carry water cress from the brook. Native crafts are studied wherever they are to be found. Girls in New England have a fine chance to learn to make hooked rugs. In New Mexico Indians instruct troops in pottery making. Girl Scouts in the Shenandoah mountains learn basketry and become skillful at weaving on looms over a hundred years old, under the tutelage of old mountaineer men and women.

NOTE: A list of material published by the National Recreation Association of special interest to camp directors has been prepared. It may be secured on request. Send for a copy.



Courtesy Girl Scouts.

And how delicious are the products of such "close-to-nature" cooking methods!

Giving the Girl

a Chance

By **ETHEL BOWERS**

National Recreation Association



Courtesy Brooklyn Children's Museum.

Betty, of preschool age, needs a small playground near her home. Have you given her one?

EVERYWHERE we go we hear the cry: "Give the boys a chance." Fraternal orders, service clubs and similar groups are concerned, rightly so, with "keeping the boys off the streets"; "turning the gang into a club"; "making citizens of our boys," and "training the men of tomorrow."

What about the girls of today, the mothers of tomorrow?

No great army of after-dinner speakers seems to be shouting: "Give the girls a chance!" Girls, the supposition is, are sheltered, protected; are never seen loitering on the street; are never bored with school or home routine; never are found using their leisure unwisely; are able to do their own planning. Theirs is an ideal condition, so we are led to believe, and they do not need the help and guidance which boys require in their play hours.

Volunteers and employed leaders, however, who work with girls of all ages in organizations concerned with their leisure time or welfare, know the fallacies of such reasoning; realize that girls need help as much, if not more than boys, because they do not have the

Ethel Bowers, who is the Katherine F. Barker Memorial Field Secretary on Athletics and Recreation for Women and Girls, of the National Recreation Association, for more than three years has been visiting cities with recreation departments studying the work for women and girls, advising on local problems and helping in the training of workers. Her summing up of the situation will be of interest to recreation workers and officials for whom the program of activities and its administration present serious problems.

We introduce to you five girls. Every city has hundreds like them. Is your recreation program meeting their needs?

natural leaders who are caring for the boys. So we must give the girl a chance.

What girls need help in solving their leisure time problems? Let me introduce you to five girls whom we all know.

Betty, the Baby

Betty is the little sister of the family, somewhere between three and nine years of age. She is usually an active, healthy, little girl, curious, energetic, influenced by bright colors, rhythms and people and is very imaginative.

In some cities there is a small playground near her home, not more than a quarter of a mile away, with special play area just for her age group, and with a trained, sympathetic, young woman leader, in charge. Here she learns games and group dances, makes things out of bright colored materials during the handcraft hour, takes



Peggy, growing fast, must have many hours of outdoor play in safe places.

part in the rhythm band and sings; listens to wonderful stories, plays on the apparatus and in the sand and acts in children's dramatics and pageants.

Unfortunately in many cities Betty has no place to play except in the street, because the playground is too far away, or if there is a nearby area, her mother will not allow her to go because there isn't a woman leader in charge, or the big boys play ball so

that there is no safe place for little girls to play. In some other cities, there are neighborhood playgrounds and women workers, but they are untrained in recreation leadership, so that Betty plays active games all through the hot days and at the end of the summer we find her tired and underweight, because the leader did not provide a balanced program of active and quiet games, handcraft, music, storytelling, and sand play and dramatics.

Betty needs a backyard play space, and also a nearby safe playground open all year, supervised by a well-trained woman recreation leader, who conducts a balanced program suited to this age group.

Peggy, the Pre-Adolescent

Peggy is about nine to thirteen years old, and is very much like Betty, the baby, for she, too needs to play, outdoors if possible, many hours a day.

Some cities are providing neighborhood playgrounds in the summer and after school play throughout the rest of the year and encourage the parents to build a backyard playground for Peggy.

Many cities have only summer playgrounds, and for the other nine or ten months of the year Peggy is without play leadership. On some play-

grounds there are no women workers, to see that Peggy has a safe place to play and the right type of activities. The man leader on the playground is too busy with boys' athletics to pay attention to little girls, unless they are very good athletes and can run and jump "like a boy." And it is sad to say there are still cities which are neither providing play areas in congested neighborhoods, nor summer playgrounds with leadership for Peggy and her sisters. It's no fun and not safe for little girls to play on a vacant lot, school ground or playground if a woman leader isn't there.

Peggy, like Betty, needs a backyard play space, also a nearby safe playground open all year round and supervised by a well-trained woman recreation leader who conducts a balanced program for this age group.

Alice, the Adolescent

Alice is going through a difficult period, physically and emotionally. She feels very grown up, when she is with little girls, yet she is only a girl herself about thirteen to sixteen years old.

Some few cities make a special effort to provide suitable activities, such as the right games, music, dancing, handcraft, dramatics and social recreation all year round for Alice under sympathetic trained women leaders.

There's nothing Alice likes better than camping. Does your city give her an opportunity?



Courtesy Girl Scouts Incorporated.

In many cities Alice is neglected for nine or ten months during the year for there are no after school play activities for her—and often she does not feel at home on the summer playground, for the woman leader isn't trained to reach the temperamental adolescent girl, or doesn't want to bother. Some play leaders still feel that a playground position is a summer vacation with pay. It is hard work to lead adolescent girls in recreation and many untrained women leaders give up in despair. Others provide a strenuous athletic program only, which doesn't interest Alice during the hot weather or at times when she doesn't feel physically fit. If Alice lives in a community where there are no playgrounds or where only men are employed, she will not enjoy the playground unless she is a "star athlete type" (and most girls are not), so she may spend most of her time at the movies or reading unwholesome magazines.

Alice needs a well-balanced year round recreation program of selected games, handcraft, music, dramatic, and social activities, under a sympathetic, mature and experienced woman worker who is really interested in the adolescent girl and her problems. If Alice cannot belong to Girl Reserves, Camp Fire Girls, or Girl Scouts, there should be other girls' clubs for her to join. Most important of all, she must be protected from poorly selected athletic activities under coaches who over-emphasize the value of individual stardom.

Beatrice, the Business Girl Ida, the Industrial Girl

These two need the same general types of recreation but must be approached and managed differently. Beatrice is from seventeen to twenty-five or thirty years old, has completed high school and business school or college and now is employed in a good store, an office, or teaches school.

She usually lives in a nice home or boards with a private family. Ida, on the other hand, is younger, from fourteen to twenty-five years, has left school as soon as she could, and now works in a factory, 5 and 10 cent store or as a maid in a private home or hotel. Usually she lives at home or with relatives or with the people for whom she works, but in most cases, her living place lacks the beauty, comfort and spaciousness she desires.

Both Beatrice and Ida want to have a good time after work is done, but in separate groups, and often in different ways. For example Beatrice enjoys gym classes, games and sports for the fun and the physical benefit she receives, and she takes part in the finer forms of music, dramatics, or handcraft activities because they appeal to her love of the beautiful. Ida doesn't want to sit still and make things in a handcraft group, because she has to do such things all day. Her work is monotonous, therefore she must have very exciting recreation. She wants strenuous athletics, jazzy music, snappy dramatics or musical comedies, thrilling parties, not for the benefit she will receive, but because she will show off to good advantage before an audience of the opposite sex.

Both Beatrice and Ida want social recreation, dances and parties, picnics and clubs, but they must be in separate groups, because Beatrice and her friends and Ida and her admirers will not mix. The first group can afford to pay for better orchestras, better facilities, while Ida's crowd need well conducted social activities near at home and at little or no expense.

Ida, (and sometimes Beatrice if she is "man-crazy") if left without any recreational opportunities, will spend all her play time in one of three ways, movies, cheap dances, often at road-houses, and automobiling with the subsequent



Courtesy Los Angeles County.

**It is natural for them to want a good time
after the day's work at the office or factory.**

parking and petting. (A study of delinquent girls in Oregon showed a direct relationship between delinquency and lack of girls' clubs and suitable recreation opportunities).

In some cities Beatrice and Ida can go to their neighborhood school building one or more evenings a week during the winter or their nearby playground in the summer, and enjoy athletics, handcraft, music, dramatics, and social recreation, conducted just for their own groups, under expert women leaders at little or no cost.

In most cities, unfortunately Beatrice and Ida are not made welcome on the summer playground and in the winter there is no place for their activities and no women leaders to conduct a program. Worst of all, in a few places some coach, untrained in recreation and physical education, has encouraged Ida, and sometimes Beatrice (if she is athletically minded) to enter a basketball, baseball, track or swimming group which he is coaching to be a winning team in city, district, state or national contests so that he may have the honor of being the coach of national or Olympic women stars.

Beatrice and Ida need recreation leadership more than any other group. They are most neglected and hardest to reach, and most liable to use their free time unwisely. They need a well-balanced year round recreation program of athletics, dancing, music, dramatics and occasional handcraft classes, and many club and social activities, conducted by expert women leaders, in their own neighborhoods, and at little or no cost. There should be an abundance of activities for young men and women together, well supervised, of course. Most important of all, they need to be protected (if they are "star" athletic material) from the ambitious coach, who would induce them to play on all-star basketball, baseball, track or swimming teams, for his own glorification and possible financial reward, irrespective of the physical and moral harm the girls may receive.

Martha, the Matron

Usually Martha, who is over twenty-five years old, has had a grammar school and perhaps some high school education (before the days of physical education departments and playgrounds), then she married young and raised her children and now, for the first time in her life she has time to play.

In a few cities Martha and her friends and neighbors go several evenings a week to the nearest school building during the winter for gym classes, volley ball, handcraft classes, chorus or ukulele, dramatics and social clubs or parties. In the summer they attend their neighborhood playground participating in volley ball, kick ball, croquet and many other games, sewing or making Christmas gifts, helping with playground parties, picnics, community nights and circus or pageants.

Unfortunately in many cities, Martha is entirely neglected by the recreation department, because the city fathers think she doesn't need organized leisure time activities. Therefore, no women leaders are employed for older women's activities, no facilities are opened, and Martha is made to feel that the summer playground is for children only, and neighborhood school buildings are for boys' athletics, and that she should be content to play with her children or play bridge when and if her work is done.

Because Martha wants to play so very much, yet has never learned, she needs expert women leaders who are sympathetic and tactful. Because she has little money, and feels embarrassed in strange groups she needs well selected recreational activities including gymnastics and games in her own neighborhood, with her own friends,

at little or no cost.

Objectives in Activities for Girls and Women

To promote and improve recreation for girls and women four factors are necessary: Public Education—Better Organization—Trained Leadership—Adequate Programs.



Do older women want to play? Plan a picnic or a play day and find out!

Public Education

Many civic recreation commissions, boards, committees or councils might well include a larger number of women representatives to insure more attention to the special needs of women and girls.

With increased public education will come a greater recognition of the values to the community of adequate recreation programs, and more money will be made available for this purpose. Some cities have recognized this special need of women and girls for adequate recreation and have supplied a budget for the work, a trained woman executive, sufficient women workers and ample use of neighborhood facilities. Other cities have not provided all or even a part of these necessities, with the result that in some communities there is practically nothing for girls and women although a good program for men and boys is being conducted.

Public education is a means of developing a more friendly understanding and closer cooperation among the various local girls' work agencies, especially recreation departments, schools, Girl Scouts, Camp Fire Girls, Girl Reserves, Y. W. C. A.'s, churches, settlement houses, national and fraternal groups.

Better Organization

A year round recreation program, not merely a summer playground program, is essential. Some city fathers think that girls need to play only during the summer, not during the other ten months.

There is a need in many communities for a more equal distribution of the budget, time, use of facilities and leadership, so that girls and women will have opportunities more nearly on a par with those for men and boys. In some cities the boys and men have almost entire use of the facilities and receive a greater portion of the budget and the time of the leaders than do the girls and women. Since there are as many, and usually more, women than men citizens, and since their need for leadership is often greater, they should have a larger share of the recreation budget than they now have in many cities.

A department in the recreation body for women and girls, with a well trained, capable, energetic and sympathetic woman in charge to administer the program and to serve as assistant to the recreation director, has been found in a number of cities to be the ideal system. Many cities do

not have a year round woman executive. Therefore the girls and women do not receive adequate leadership. Recreation executives are for the most part so busy with problems of budget, construction and the operation of the program that generally they have little time and energy left for the problems of girls and women.

More neighborhood centers are needed. There are so many reasons why women and girls cannot participate in distant or downtown activities—(expense, time, effort, clothes and transportation problems are considerations)—that nearby activities become a real necessity. Only a few cities are now meeting this need adequately.

In many instances it has been found desirable to organize a Girls' Recreation Council in order to secure the support of local women and make the program permanent. The purpose of the formation of this council is mainly to educate the public to the need of larger budgets, more trained workers, broader programs and well selected and conducted activities. Where such councils have been organized they are proving a great asset.

Trained Leadership

An important objective is the securing of women leaders for girls' activities and their training for the profession of recreational leadership.

A well trained professionally-minded woman worker on each summer playground—one who will work to meet the needs of girls and women of all ages and not one who wants a vacation with pay—is essential.

Every city needs trained women leaders for year round activities for girls and women. In many communities girls and women do not have suitable activities because the budget does not provide for trained women leaders, none are available or because the women now employed are not recreationally-minded or trained.

Adequate Programs

A program for girls and women of all ages, not merely for children up to adolescent age, should be the aim. There still persists the belief among some that employed girls and women do not need organized recreation. This attitude, however, is changing.

Programs for girls and women of all ages should not be one-sided. Some communities have an athletic program only, which meets the needs of certain types of girls and women but neglects

(Continued on page 43)



A Gift to San Francisco

AN historic old landmark is to be preserved in San Francisco through the generosity of Mrs. Sigmund Stern, president of the Recreation Commission and honorary member of the National Recreation Association, who has presented to the city a large portion of the famous old Trocadero Rancho at Nineteenth Avenue and Sloat Boulevard.

The gift, comprising three city blocks, was presented to the city by the donor as a memorial to her late husband, Sigmund Stern, for many years a prominent civic leader of San Francisco. The work of developing the area as a recreation center is already under way. Bernard I. Maybeck, one of the nation's foremost architects, whose Fine Arts Palace at the Panama Pacific International Exposition was acclaimed as one of the most beautiful dream structures ever erected, is consulting architect for the project. The work is being executed, however, by Garner A. Dailey.

The three blocks comprising the gift are situ-

An attractive scene in the lovely wooded dell of Trocadero, which Mrs. Stern, president of the Recreation Commission, has given to the city of San Francisco as a recreation center in memory of her late husband, Sigmund Stern.

ated in a wooded dell that forms a natural bowl, said to be ideally suited for open air concerts, pageants and other forms of recreation. The fact that the tract is walled in on two sides by high slopes, which in turn are heavily wooded by groves of fifty-year-old eucalyptus, gives the bowl a sheltered protection which makes it the warmest outdoor area in San Francisco. Those who have studied its climatic advantages declare that it is fully ten degrees warmer than the rest of San Francisco. Automobiles will be prohibited, the park being reserved for pedestrians only.

The property, which comprises the entire dell, forms an integral part in San Francisco's colorful past. It was purchased from George M. Greene, octogenarian, who was born on the property and still lives there in the famous old house, said to be one of the first built in San Francisco. This house, which for a number of years was operated as the Trocadero Inn, a famous meeting place for early San Franciscans, is still standing and with reconditioning will be available as a club house.

Spring Thoughts for Recreationists

April is with us again!
How can we make the most
of the joys she brings?

By MARIE F. HEISLEY

Forest Service
U. S. Department of
Agriculture

THE spring, the spring, has come again." For weeks now the days have been getting perceptibly longer and brighter, and Old Sol himself has so warmed up to his job that the whole realm of nature is awakening from its winter lethargy. Brooks and streams which have been silent all winter long have thrown off their icy coverings and have once more begun to sing, only to be outclassed by the chorus of frogs living in or near them. That earliest harbinger of spring, the skunk cabbage, has already appeared in the fields and in wet meadows and along the banks of streams the pussy willow greets us with her furry silver flowers. March winds have even now given place to April with her tantalizing changes from sunshine to showers.

Forests and Water
The forest is a natural



Courtesy U. S. Forest Service.

One cannot begin too young to know the delights of camping, and to learn the secrets of campcraft!

conservator of water and through its help April rains, as well as all others, go to make up our available supply of that precious fluid. When you have been in the woods during a rain, you must have noticed that the water does not beat down in seemingly unbroken streams as it does in the open. This is because the thick forest canopy of leaves and branches breaks the fall of the rain. When the rain reaches the ground, it again meets obstructions in the leaf litter, which checks the water in its flow over the surface, soaks up part of it and passes the remainder down to the humus. The humus is that layer of rich, black, light soil found directly beneath the surface litter of leaves,

twigs, and other decaying vegetable matter. The water seeps down through the humus to the mineral soil and to the fissures of the rocks. There it joins the great reservoir of underground water that feeds springs, brooks, and rivers, insuring them a steady and even flow throughout the year.

Rain falling on bare ground, however, acts in

April

"April is here!

There's a song in the maple, thrilling and new;
There's a flush of wings of heaven's own blue;
There's a veil of green on the nearer hills;
There's a burst of rapture in woodland rills;
There are stars in the meadow, dropped here
and there;
There's a breath of arbutus in the air;
There's a dash of rain as if flung in jest;
There's an arch of color spanning the west;
April is here!"

(From "Arbor Day Selections"
by Katherine L. Craig.)

a very different way. There (unless the ground is absolutely level) the water collects into little rills and streams which, gathering headway may tear away particles of soil, sand, and even gravel as they speed on their way. Instead of seeping gently into the earth and being fed gradually as the water courses the water rushes madly down the slopes, swelling brooks and streams, often filling them with debris. Thus when the soil-binding forest cover is removed from hillsides, they become badly eroded and eventually non-productive and the streams which they feed are apt to be flooded at some seasons and almost dry at others.

The water from melting snows behaves much in the same way, both in the forest and on open ground. Snow in the woods, however, may begin to melt earlier than does snow in the open, but the melting in the forest is much slower, lasting from four to eight weeks longer. Moreover, the mellow forest soil is likely to remain unfrozen or to freeze less deeply than soil in the open. Forest soil therefore absorbs more of the snow water, while the soil in the open, freezing more deeply and freely during the winter, allows the water from melting snow to rush off more rapidly into the streams. The rapid and uncontrolled run-off from both rains and melting snows is one of the contributing causes of spring freshets and floods, which in sections where forests have been removed from the headwaters of streams or rivers may become annual disasters.

By checking the run-off from rains and melting snows forests help to prevent erosion, to reduce the danger from freshets and floods, to equalize stream-flow, and to insure a plentiful supply of fresh and pure water for drinking and other domestic purposes. The protection of the watersheds of navigable streams was one of the primary purposes for the creation of the National Forests.

An excellent way to demonstrate how forests control run-off and prevent erosion is by an erosion model. Such a model is easily constructed and makes a good project for any recreation group interested in forestry subjects. The model may be constructed indoors or out-of-doors on the ground. Directions for making an erosion model are contained in Leaflet 58, "Making a Model to Show How Forests Prevent Erosion." Copies of this leaflet may be obtained free of charge from the Forest Service, U. S. Department of Agriculture, Washington, D. C.

Forests and Fire

It is easily seen, therefore, that if we are to have a constant supply of water we must protect the forests on the watersheds of streams and rivers from fire. Not only does fire kill many trees outright, but it damages countless others. By making wounds in the living tissues of trees, fire opens up fertile fields for rot-producing fungi which hollow out the trees and make them easily thrown. Fire-weakened trees, too, are more susceptible to the attacks of insects. By burning the seeds and young trees, fire destroys all chances for future forest growth; it retards the growth of the trees that survive; and reduces the fertility of the soil, thereby leading to erosion and rapid run-off. Fire drives out game and other animals, and last, but not least, renders the forest wholly unfit for recreation purposes.

In some localities spring is a bad time for fires. It therefore behooves all those who seek recreation in the woods during this danger season to be especially careful with fire. Recreation leaders can do much to forward the cause of fire prevention by teaching the tenderfoot safe ways of handling fire in the woods. They can also make fire prevention one of their major spring activities.

You can impress your recreation groups with the need for fire prevention in a number of different ways. If there have been any woods fires in your locality take a field trip to see just how much damage they have caused to the large trees, to the undergrowth and ground cover, and to bird and animal life. Does the place still invite camping and other forest pleasures? A poster contest in which prizes are given for the best original fire poster also helps to create interest. Another way of presenting the subject is through a story telling party where each person tells a story of forest fire damage from personal experience or from some other authoritative source.

Arbor Day Reminders

Although a discussion of forest fires certainly has a place on the Arbor Day program, the one purpose of Arbor Day is tree planting. If you haven't planted a George Washington Memorial tree in your playground or school yard, Arbor Day is an excellent time to do it. Be sure to have your George Washington tree registered with the American Tree Association, Washington D. C., which is giving a "Bicentennial Tree Planting Certificate" for each tree planting registered.

The fact that Arbor Day has already been celebrated in your State need not deter you from tree planting this year, for trees may be set out at any suitable time during the spring or fall and dedicated to any person or event of outstanding importance. If your playground does not need any more trees, the planting may be done in other places such as around homes, in the city parks, or even on highways, providing, of course, that you have received permission to do so from the proper authorities. Your City Parks Department or State Forester can give you information as to the species of trees suitable for planting in your locality, instructions for planting, and may even furnish the trees themselves. You will not go far wrong in your tree planting, however, if you will take the following suggestions made by John Burroughs, that great nature lover, in a letter to the principal of schools in a Pennsylvania town:

"I am glad to hear that your pupils are going to keep Arbor Day; if you can teach them to love and to cherish trees, you will teach them a very valuable lesson.

"* * * Give the tree roots plenty of room and a soft, deep bed to rest in; tuck it up carefully with your hands. The roots of the tree are much more soft and tender than its branches and can not be handled too gently. It is as important to know how to dig up a tree as how to plant it. A friend of mine brings quite large hemlocks from the woods and plants them on his grounds and has no trouble to make them live. He does much of the work with his hands, follows the roots along and lifts them gently from the soil and never allows them to dry. The real feeders of the tree are very small, mere threads; the bulky muscular roots are for strength; its life is in the rootlets that fringe them, and to let these delicate feeders dry, even by an hour's exposure to the drying air, is to endanger the vitality of the tree. By the way, in your planting do not forget the hemlock. It is a clean, healthy, handsome tree. Do not forget the ash, either, if only for the beautiful plum-colored foliage in autumn. Above all do not forget the linden, or the basswood, a tree generally overlooked by our arborists. It is as pleasing as maple in form and foliage, and then it is such a friend of the honey bee. What a harvest they get from it, and just when other sources of honey supply begin to fail.

"I have somewhere said that when you bait your hook with your heart the fish always bite; and I will now say that when you plant a tree with love it always lives; you do it with such care and thoughtfulness."



Courtesy U. S. Forest Service.

Breaking camp involves careful attention to all the prescribed methods of extinguishing fires.

A spring project suitable for either school or playground is the mapping of tree species and arrangement in a given locality, such as the playground, park, or section of a highway. The area selected may be divided into sections and each one assigned to certain members of the group for study. The results may be reported in a general conference and a map of the whole area made from the section reports. If there is time, the sections of the area may be interchanged and reports compared. The area can also be studied as a whole and prizes or honors given to the persons making the most accurate maps.

For the benefit of community groups wishing to celebrate Arbor Day, the Community Drama Service of the N. R. A. has compiled a bulletin, "Arbor Day Suggestions," containing a ceremonial, "In Praise of Trees," a list of plays and appropriate musical selections, and "How the Elm Tree Grew," a play and ceremonial. Price \$.25.

Copies may be secured from the Association which will be glad to suggest material for spring celebrations of various kinds.



Good Digging to You!

You will unearth unsuspected treasures for your handcraft program if you will dig with sufficient skill and energy!

By GLADYS FORBUSH
Director of Handwork for Girls
Playground Commission
Newton, Massachusetts

At this time when budgets are being slashed, it behooves the handwork supervisor to plan ahead for the summer season. Even with a normal budget the amount of money spent on materials is never enough to meet the demand, but this year only skillful contriving will stretch over what we have to cover.

Sources of Supplies

We can greatly aid the stretching process by using discarded material. It is astonishing how much good material is thrown away or wasted in business, efficiency men to the contrary! Visit your local mills and see what they have to give away or sell. From shoe factories you can get leather scraps large enough to make chain belts, odd buckles, and pieces of fine material which backed with cloth are heavy enough to use in making pocketbooks. From yarn mills you can obtain very cheaply "thrums" (odd bits of yarn) and "special threads" (broken skeins), a little more expensively but still at one-fifteenth of retail prices. From knitting mills come scraps of knitted underwear

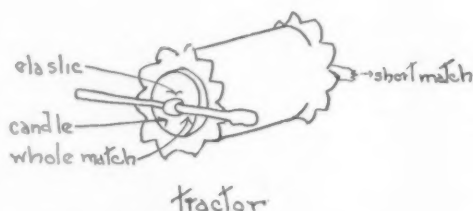
or sport suits of jersey suitable for braiding or hooking.

From your local 5 and 10 cent stores you can often get last year's stamped goods at bargain prices, although we find it cheaper to buy perforated patterns and stamp them on unbleached cotton cloth. A pattern costing 35 cents if handled carefully will stamp a thousand articles. Decorators will give you samples of cretonnes and wall papers, and department stores will often have broken bunches of beads, large perfume bottles and odd shaped boxes or stamped goods.

When you have exhausted the survey of stores, make a list of the occupations of the fathers in your neighborhoods. People who work for wholesale drapers can get "swatches"—pieces of sample cloth nearly a yard long. If some members of your community go to Florida in the winter, coax them to gather and send you long pine needles.

For a few cents postage you can have several dollars worth transported. Your survey will disclose a procession of parents who, besides having materials to share, can be interested in coming to the playgrounds and taking an active part.

Finally, put a plea in your local paper explaining what you are doing and asking mothers to keep you in mind during spring cleaning and to save straw mat-



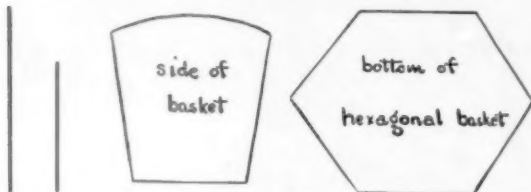
The material required for this tractor includes a large spool with edges notched, a slice of candle with wick removed, a whole match and half a match. (Be sure the matches have been struck.) Put the half match in the elastic band which is threaded through the spool and then through the slice of candle. Finally, put the whole match through the elastic and twist until the band is tight.



ting, spools, stockings, ribbons, tape, cloth, paper dolls, Christmas cards, embroidery materials and articles suitable for prizes.

Once your community becomes interested in handwork from discarded material, your donations from this plea will rapidly exceed anything your budget can buy.

When you have selected all materials you can use for other purposes, take small pieces of cloth and a clothespin and tie together in small bundles for making clothespin dolls on rainy days.



See page 44 for description of this sewing companion

Things to Make

When planning the program remember that you have very little children to plan for. Tots who cannot sew are the problem of every handwork teacher and on them the money must be spent. They must have things to cut and color. We find it inexpensive to trace jointed paper dolls and mimeograph them on light weight oak tag. If a simple pattern is used, crayons can be given out and when the whole project is neatly cut out and colored, paper clips are furnished to join the pieces. Sewing cards are also good and may be bought from the school supply houses at about half a cent apiece.

Teaching our young children to sew is initiated with stuffed toys which have been colored with crayons, pressed and outlined on cloth with black embroidery cotton. The difficulty is to get the children to press the crayoning before they sew. We stamp these toys with the perforated patterns.

For the slightly older children Christmas cards can be pasted back to back for the foundation of a basket which is made by cutting one hexagonal base and six sides and sewing them together with bright wools in baseball stitch. If the boys are making these, the pieces can be punched

and the whole thing laced together.

Dolls can be made from spools laced together on shoe strings; dolls' furniture can be constructed from heavy cardboard, the spools being used for legs. A hat stand may be made by older boys by using a round piece of cardboard, gluing a large spool in the center and above this slightly smaller spools, graduated in size, until the correct height is reached. The finished article may be given a coat of enamel paint. (I hope you are the true playground worker who lets her children paint their own toys.)

If you are not successful in securing pine needles, straw matting will do nicely for basketry. Rip the stitching of the matting carefully and use the straw. Stitch together with wool if raffia is not available.

The boys will do almost anything that girls do. I once had an enthusiastic group of high school boys cutting the jointed paper dolls for their small sisters. It was, however, at their own initiative.

Buttons and spools furnish handcraft material. A simple top is made from a large two hole button and a piece of cord. Acorns and spools also make good tops. The tricky little tractor which has been described, will delight the children by going up hill.

Stockings are a blessing! The silk ones can be painted attractive colors. To cut a stocking for braiding or crocheting, slip a rolling pin in it and start from the top. Cut in one inch strips barber pole fashion. (The rolling pin will hold the stocking firmly.) When cut take the strip and stretch lightly. The edges will roll in giving it a loose cord-like effect. From the black stockings we get the cat with the braided

(Continued on page 44)



Cut oblong piece from leg of black stocking. Gather corners for ears. Sew on two two-hole buttons for eyes and make red marks for mouth. Stuff body. Sew across bottom and attach braided tail. Tie bow on neck and use wax thread for whiskers.



Cut three inches off toes of one pair of men's socks having white heels. Cut top of one sock in center the width of ribbing for legs and sew. Stuff body lightly and slip other sock leg over for sweater. Fold foot flat at back of heel for head. Mark face and tie bright wool around neck. Cut one toe in two for arms, sew, stuff and attach. Use other toe for cap.

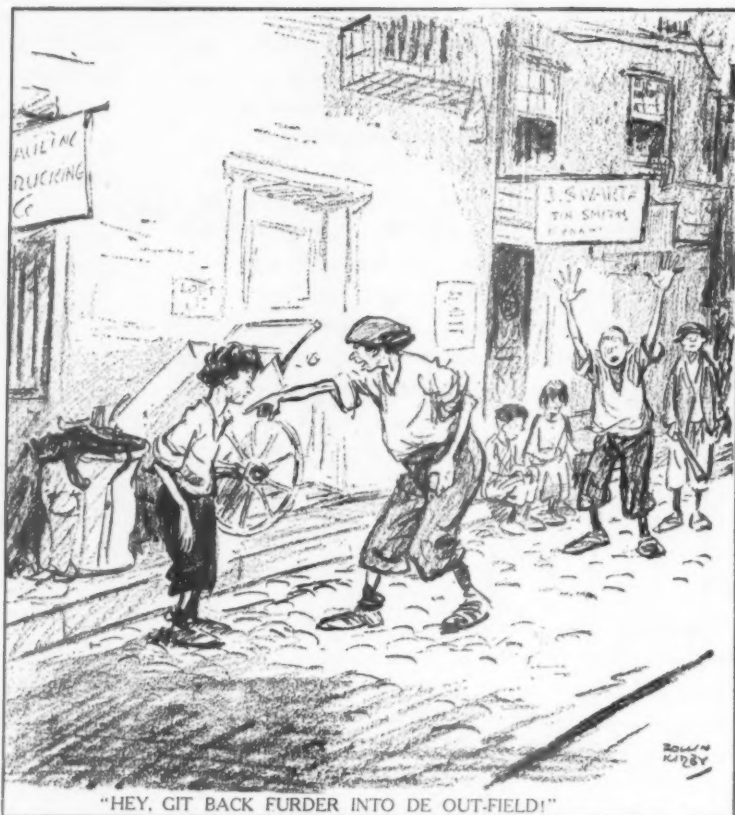
Where Street Play Is Safe

THERE are a number of cities which for various reasons, chief among which is lack of play space, are finding it advisable to set aside certain streets at particular hours for play.

In Cincinnati, Ohio, where a street play plan has been in successful operation for over ten years, streets are selected on the basis of child population congestion, traffic flow, surface conditions, and the attitude of the majority of the people residing on the streets. When the movement started considerable opposition was at first encountered, and much time was spent in securing approving signatures of the majority of citizens. An interesting gauge of the changed public opinion is the fact that after ten years of service committees from practically every section of the city, better residential districts as well as the downtown congested districts, began petitioning for playstreets, with leaders not only during the vacation period but throughout the spring and fall.

Plan of Operation

At no time since the first year of operation have the playstreets in Cincinnati been operated without at least two paid leaders in charge. The plan in use, as outlined by Will R. Reeves in the report of the Committee on Street Play presented to the President's Conference on Child Health and Protection, is as follows:



It's a little crowded for baseball in the street, and it's hard to keep in bounds, but it's fun!

(1) Official barricades with city police signs designating the street as a playstreet are set out at both ends of each street promptly at 6:00 P.M. These stanchions do not extend from curb to curb as residents on the streets are permitted ingress and egress. Other automobile drivers who ignore the signs are arrested and fined. As soon as it becomes close to dark, the lighted lanterns are hung on the barricades. The streets are closed to play at 9:00 P.M. The supervisors are held responsible for the use and care of the barricades, lanterns, street showers, and play equipment. All this paraphernalia is stored with a resident on the street.

(2) No hard ball or soft ball is permitted on these streets. The games are limited to volley ball for the older boys and men; kick ball, captain ball and center ball for the girls and young women; long base (substitute for baseball) for the smaller boys; an singing games, circle games and storytelling for the little children. Hand equipment is provided for jackstones, checkers, modified quoits, hop Scotch, O'Leary, bean bag



And modern methods of closing streets make even tracks safe for young players.

throw and numerous other small group and individual games.

(3) When the surface permits, all major game areas are marked off with granolite, one treatment lasting for the summer period.

(4) Every regular participant, junior or senior, is registered. The registration card carries the sex, name, age and address. A child must register on a playstreet or playground. No interchange of registration is permitted.

(5) Every street is provided with a bulletin board on which newspaper clippings, bulletins, and games rules, are posted.

(6) After the second week of operation regular teams in senior and intermediate volley ball, intermediate kick ball, and intermediate and junior long base are organized and scheduled for inter-playstreet games. Every "traveling" street team must be accompanied by the play leader excepting the senior volley ball team. All inter-playstreet games are played for the playstreet championship silver cup. The junior "C" emblem given for good conduct, good sportsmanship and athletic ability, is awarded on the basis of one for every fifty registered boys and every fifty registered girls.

(7) Two trained gypsy storytellers are sent twice weekly to each playstreet. Transportation is furnished for these storytellers by the service clubs (Kiwanis, Rotary, Lions and others).

Curbs are very handy—especially when you're shooting—checkers!

(8) The Traveling Theater with a program for both adults and children visits each playstreet five times during the summer. It is not uncommon for these amateur actors, singers and instrumentalists to entertain an audience of some 800 to 1,200 people, most of whom stand throughout the performance and many of whom occupy "box seats" in the tenement house windows. For many of these people their only theater going experience is with the theater-on-wheels.

In Cincinnati the Traveling Theater has been a propaganda and educational medium. From the stage and before the performance, officials from the Public Recreation Commission speak of the ideals and purposes of the Recreation Commission, the neighborhood recreational needs, sportsmanship standards for spectators as well as for participants, the obligation of the hostess street to visiting players, and the way to act when a game is won or lost. Tax levies and bond issues for recreation also come in for their share of the discussion.

(9) Just before the street is closed, on hot nights, especially constructed streets showers are attached to the street fire hydrant, and the children enjoy a shower.

Suggestions to Playstreet Workers

The Cincinnati Public Recreation Commission in its "Rules, Regulations and Instructions," 1931, has issued the following suggestions to leaders:

1. Streets are to be ready for play (stanchions in place and all hand equipment out) by 6:30 P.M. sharp and closed at 9:00 o'clock unless it is still light. Lanterns should be lighted at dusk.

2. The program of work on your street should follow along these general lines:



From 6:30 to 8:30 continued activity in games for all ages of children.

From 8:30 until dark special features can be engaged in. Suggested activities for this time are boxing, team relay races, athletic events, such as hop, skip and jump, broad jumping, basketball throwing and dashes.

3. Group activities between 6:30 and 8:30 should be as follows:

Each leader, male and female, is expected to have three groups or more representing ages 8, 12 and 15 years, participating in games. It is advisable to spend a portion of time with each group and enter the game with them. On leaving groups, designate a leader to carry on the game.

The games director should make every effort to get all the children to participate in the play activities.

Watch for late arrivals and newcomers and place them in their age group. It may be necessary to go along the sidewalk at intervals and gather the unassigned children.

Remember you are responsible for play activities, but do not become interested in one group to the exclusion of others.

4. The program for each evening's work should be varied. There are many books on games from which you can obtain any number of good games. From time to time, suggested programs and instructions will be given you. The type and number of activities will determine the success of your playstreet.

5. It is necessary that playstreet leaders develop and maintain a friendly relationship with the residents on the street. A cheery "hello" and some comment about play go a long way. In case of any dispute, give the resident the benefit of the doubt.

6. The male leader is responsible for placing stanchions and lanterns on time and for distributing and collecting play equipment. The equipment should be checked each evening.

7. When machines are left on streets after 6:30, request the owners to move them. Ask in a kindly way—do not order them to do so.

8. Leaders are urged to designate some place on the street for bulletins and announcements. Window shutters have been used to advantage in former years. Arrange to do this immediately—it will help in your future program of work.

9. When the gypsy storytellers visit the street, the woman leader should gather the small chil-

dren, make certain they are in a quiet and suitable place, and then resume work with the older groups.

10. Boxing should not be attempted during the first week or two. Be certain that your street is organized and well under way before you encourage this action. The male leader should arrange to supervise the boxing bouts or place some reliable person in charge. No bout should be over three one-half minute rounds, with sufficient time for rest between rounds. Boxing is an excellent exercise, but it must be carefully supervised. Discourage slugging; teach the boys to refrain from hitting when one or the other is off his feet; urge the boys to retain control of themselves; make them shake hands before and after contest; encourage fair play and true sportsmanship.

11. Leaders are required to submit a weekly report to the office. Blank forms for this report will be furnished you.

12. No regular uniform is necessary for leaders but you should dress in a manner appropriate for active play.

13. Activity is the essential thing on a playstreet and you are responsible for it. Make a practice of having several new games ready for any emergency. You are required to have an exact knowledge of all the rules and regulations of such standard street games as volley ball, kick ball, long base, center ball, dodge ball, etc. You are required to have an exact knowledge of such games of low organization at Cat and Rat, Squirrels in the Trees, Bear in Pit, Wooden Indians, and Prisoners Base.

14. A list of games which you should know and teach will be furnished you.

15. The summer activities on the playstreets will culminate in a play day to be held in one of our parks the latter part of August. You will be expected to enter representative teams in volley ball, kick ball, long base, with boys, girls and young men competing. Athletic events such as relays, basketball throw will also be held. You will be given definite information later on, but this is advance notice; begin now to arouse interest in these activities.

16. Suggestions as to any phase of the work are always appreciated.

17. Remember—Your task is to get the children to play and to use this great play instinct to make them better mentally, physically and morally.



Courtesy Radburn Association

Give a child the opportunity to follow his natural urge to create, and you are helping develop an interest in hobbies.

Promoting Art Hobbies

By RUBY M. PALMER

Director Junior Department
Santa Barbara Recreation Center

A hobby is a life saver. It may be studying angle worms or painting pictures, but there must be some interest outside our routine.

It is the duty of every individual to maintain for himself a high type of morale both for his own sake and his work, and for the sake of those with whom he comes in daily association. He cannot do his best work or live as satisfactory a life if he does not in some manner partake of regular and systematic mental and spiritual relaxation and refreshment.

The surest guarantee of this desirable state is the acquiring of a live interest in something totally and completely apart from the daily routine of whatever his occupation may be.

A hobby has long been recognized as a life-saver in a great many instances.

We constantly hear the worn out phrase about the "tired business man" and his golf, or his indulgence in a musical comedy to make him less tired. Or he may be the type that collects stamps, or plays bridge, or, if he is rich enough, he collects art objects from different parts of the world, or it may be reading, or music. However, of all these and other forms of hobbies, those which

have the power of bringing out the inborn creative tendencies will perhaps be of the most lasting benefit to all of us.

The Arts as Hobbies

The arts had their beginnings in primitive times during the hours of leisure when our forefathers were having a respite from hunting their food or fighting their enemies. "Necessity is the mother of invention," and so it was necessary to invent and develop those things which made life easier and more comfortable for themselves. Thus through a long slow process the arts of weaving, pottery, basketry, painting, sculpture and metal work, came into existence and were developed to a high degree of perfection. It has been said that "human culture consists largely of accomplishment in such primary crafts as spinning and weaving, working clay, wood and metal, and applying decoration."

The increase of leisure time due to the over abundance of and efficiency of labor saving machinery confronts our country with a serious problem which grows more complex every day. This age of speed has perhaps been so fast that it has pushed ahead of us and we find ourselves with an excess of empty time on our hands. What are we going to do with it? Couldn't we better prepare ourselves for a future of even more leisure than we have now, and train our children to

use it in a constructive way instead of a destructive one? In other words, beat Satan to it!

You can't paint pictures by machinery and there is such a thing as a bowl being too round, a plate too smooth or too perfect in design. It becomes uninteresting. Perhaps because some will-o'-the-wisp quality of charm is lacking in the machine-made article that is present in the hand-made thing which has in it a part of the personality of the artist who created it, it has become alive and there is only one of its kind, not a thousand.

The development of the arts may be one of the solutions for the problem of increased leisure, and we find that much more than in the past is the training in the arts and crafts becoming a part of the educational program of our schools and universities.

Let us look at it from the child's angle first. In every child is the natural instinct to create, whether it be a mud pie, a kite, a boat, or a dress for a doll. The wise training and direction of this tendency toward constructive, character building occupations, rounds out the child's personality and gives him a zest for life. Youth is full of energy. It must be guided in the right direction. It must have an outlet. Bottle it up and it is as though you put a cork in the spout of a boiling kettle. What happens? An explosion is sure to follow.

Handicraft is valuable as one form of outlet for several reasons. "It demands accuracy, neatness, order, perseverance, initiative, and through the attainment of these habits it strengthens the will, while appreciation of property created by one's own labor, brings about a new attitude toward thoughtless destruction."

Aside from these worthwhile points, crafts instruction develops in children a love and appreciation for beauty in form and color, gives them a power to recognize the best in art and turns their tastes from the cheap and tawdry to the simple and lovely things of every life with which they live.

Occasionally we come unexpectedly upon a surprising degree of talent. Perhaps the child is unaware that he possesses any particular skill along certain lines until he learns the possibilities, for it has been said that "skill,

taste, and tendency awaken only after contact with material and tools." Where industrial arts is a part of the educational system in a community, the additional stimulus of a workshop where the child can develop his own ideas tends to forward his interest in his school work.

And now for those of us who have passed childhood's enchanting state and have entered into the serious business of living. Physical fatigue can easily be cured with sleep and rest but real fatigue is principally a mental state and its relief comes largely from a form of satisfying mental recreation. Physical exercise, music, drama, all have equal value but to different personalities different forms of recreation appeal. We are concerned here with art hobbies.

Real art in any form, in order to succeed, cannot be hurried in execution. With more and more time on our hands, we shall be able to develop the esthetic side of our personalities and open up for ourselves a fuller and more beautiful existence perhaps. Friendship and good will are greatly needed in this world we live in and one powerful weapon in breaking down prejudices and misunderstandings is the uniting of a group in the common interest of sustaining an artistic cause. Perhaps I can best illustrate what I mean by getting to the subject of the Santa Barbara Workshop.

The Santa Barbara Workshop

Like all such undertakings, it started in a very small way with a woodwork class for a few boys in the cramped and inadequate balcony of our old gym, with myself as instructor. The class was an enthusiastic one and the next year it was twice as big. Then the earthquake came along and knocked our old gym into a heap and the woodwork class was moved to the main house where we added sewing and craftwork for girls. This was not very satisfactory on account of the noise.

Our building houses so many different kinds of groups at the same time that we found it impossible to run a musical program downstairs with the hammering and pounding of fifteen or twenty boys overhead. When I came back from my vacation the next summer I had a surprise awaiting me. I was led to the window and told to look out. What I saw, to my delight, was

"Unoccupied leisure is deadly, stifling, fatal to life and happiness. Something to do, something to enjoy, something definite and regular to be accomplished—these are the only salvation for the man who is retired. . . . If he hasn't a hobby now, he should begin at once to cultivate one, and the earlier in life he begins, the better for him and for those with whom he is to associate."—Thomas Arkle Clark, *The Rotarian*, March, 1932.

one of the empty stores across the street with the words, "Recreation Center Children's Workshop" painted in large letters across the front.

From that time on, in spite of struggles for funds and the criticisms from those who think we put too much money and energy into this phase of our work, the Shop and Junior Department has grown from ten or twenty boys to an active membership of two hundred or more regular comers and an average yearly contact with five hundred individuals. The activities consist of the following:

There are two woodwork classes per week with an enrollment of twenty-five boys. As manual training is not available to the

Hobbies--one solution for the problem of increased leisure.



Courtesy Westchester County Workshop

children in Santa Barbara schools until they reach junior high school, it goes without saying that this group is a popular one. It is guided by a young man with a rare understanding of boys and a sympathy for their enthusiasms.

A mental work class, for boys also, has turned out some remarkable work and in several instances decided talent has been brought to light. A sewing class for girls meets once a week and an effort is made to forge a connecting link between the class and the homes of the girls in teaching them to make the articles of clothing most needed.

The Play School is made up of tiny tots, four years to nine. They learn simple handiwork and

supplement it with games, stories and simple dramatics.

No group is more enthusiastic than the Girls Club. Girls between ten and twelve and mostly Mexican and Spanish as to nationality, they meet once a week for dramatics, once for sewing, and the big day is craft work day. It takes so little to thrill these girls and they get so much joy out of working together. It is surprising what they can do. They are given work with raffia, simple metal work and jewelry, tooled leather, bead work and various other forms of craft work.

The art of puppetry intrigues both boys and girls. This oldest of dramatic arts develops so many different angles of character. They learn modeling and carving in the making of their marionettes. They become interested in costume design when it comes to dressing the little figures. Color, line, form, design and proportion all enter into the designing and making of their miniature stage sets and properties, as does also the fascination of experiments with lighting effects. Usually they write their own plays and thus they develop further their powers of imagination.

The Junior Players group is a large one which writes and acts its own plays as well as those already published. The stagecraft committee of this group meets regularly in the shop to plan and execute miniature sets for their plays. Two classes per week are

devoted to adults, one evening group and one in the afternoon.

Hitherto we tried having separate classes for separate crafts—one for metal work, one for jewelry, one for leather and so on. We found by experiment this year that it was more successful to have one class combining four and five handicrafts. In this way opportunity is afforded each individual to get a taste of several arts. Afterward he can decide what he wants to concentrate on or do a little in each one. The two classes are composed of women, although men are eligible if they wish to enter. Many different businesses and professions are represented as well as a few women who are in it just for the fun of it. Some

fine work has been turned out in copper, pewter and brass and combinations of these metals in such articles as bowls, plates, trays, book ends, desk sets, cups, picture frames, and any number of other beautiful things.

Purses, belts, book covers, portfolios and the like have been made out of leather and tooled in either Spanish or Italian manner; sometimes they are colored with dyes in rich color combination. Hand wrought jewelry consisting of rings, bracelets, pendants, and pins are made of silver and set with semi-precious stones. Lamp shades also come in for their share of popularity.

While it is not primarily our purpose to prepare the children or grown-ups in our shop for more productive wage earning occupations, and though handwork is more and more used as a means through which to discover dormant interest and ability, there have been a few instances where the start they have received in our workshop may lead to definite following of certain professions. We are tolerant, to a reasonable degree, of crudities and mistakes provided they are accompanied by real effort; on the other hand recurrent and increasing emphasis is placed upon the fact that careful, accurate workmanship will produce a more perfect piece of art work and give more complete satisfaction to both the artist and the possible purchaser. This brings to mind another branch of the Workshop.

Students may, if they wish, sell their work through our salesroom and pay us a small commission. We also take certain types of work from people who do not attend the classes or use the shop, and sell it for them if we can. This not only helps them financially but the knowledge that they are able to create something of sufficient distinction to be salable stimulates them to higher effort and brings to them a distinct increase in self-respect that comes from the realization that their work is worthy of being paid for.

Some of the children's classes require the payment of a small fee and if the child is unable to pay he is given a chance to earn it in the shop. Or if he shows particular interest or talent he is given a scholarship. Adults pay at the rate of a dollar a lesson (or fifty cents per hour) but are asked to do this in advance. It is our desire to maintain enough adult classes during the hours when children are in school to pretty much support the rest of the shop. Those who know how to work but have neither the tools nor the place to do it are able to use the shop and its equipment at the rate of thirty-five cents an hour.

There have been many interesting individual experiences. A woman joined the class in metal work who was just recovering from a nervous breakdown. She wasn't sure that she could stand the noise but she tried it, and after a few weeks nothing could have pried her away from that shop.

Another woman, also ill, came into the class and enjoyed it to the fullest extent until her health forced her to give it up. I had a card from her at Christmas saying she only had two months to live. I suppose she has gone by this time, but while she was here I am glad we were able to help her morale a little. Still another woman, a victim of an unhappy marriage which had caused a bad mental break, was with us for two years doing art metal work and tooled leather and receiving from it a healing power far beyond any medicine made.

A boy handicapped by a muscular affliction since birth is gradually out-growing his handicap and learning to use his hands in a way that is astonishing. A fourteen year old boy from a very undesirable home condition has found his outlet in puppetry and dramatics. It was hard at first to get him to speak scarcely above a whisper, but he comes regularly and often to work silently and industriously on his puppet and gradually he is getting over his diffidence and shyness, and we hope eventually to be the means of releasing him from this bondage of fear that he is laboring under now.

I would like to see our shop or some other shop become a real community project in Santa Barbara where any one could come and work or receive instruction in any craft he wanted without any charge except for materials. A craftworkers' guild is a fine thing provided it is managed properly and by the right people. This might be one way of financing such a piece of work.

However, when the city treasurer (who is a woman) rushes into the shop during her noon hour to tell us excitedly about a new idea she had about a light fixture (while she was making out John Smith's tax receipt) and asks that we help her work it out; or when a laboratory technician from the clinic escapes from her bacteria pets on her Saturday off and spends the entire day working in the shop on a piece of leather; or when a teacher succeeds in forgetting the trials of a teacher's life in the trials of soldering a ring without melting it, we feel that our workshop is indeed

(Continued on page 44)



Grace, joy and a sense of release from routine are expressed in this delightful form of dancing.

English Folk Dancing as Recreation

By MAY GADD
Director, New York Branch
English Folk Dance Society

It is a far cry from an English village green to the gymnasium of a New York school but English folk dancing has bridged the chasm.

If you wonder what natural and spontaneous forms of recreation have been left to city-bound adults in an age labeled "machine," come with me some evening through the doors of a brick building in New York City. Men in white ducks, women in gay summer dresses, are running lightly through the figures of old dances. They arm, they hey, they swing one another, laughing as they arrive successfully at the final bow that honors their partners. In another room you hear the click and tap of sticks accenting the tune the fiddler plays, or you see white handkerchiefs waving in the more vigorous morris dance.

It is a long, long road from the green of a quiet English village to this bare and business-like school gymnasium. But English folk dancing has come along that road into the busy lives of New York men and women. Because it is one way to meet the need for adult recreation—a pleasant and feasible way for other cities, too, we believe—its story is set forth here.

The Values of Folk Dancing

To the average dancer this evening is a release from desk work, a welcome change for mind and

body. Except for the home-makers, many lead sedentary lives during the day. We have teachers, secretaries, accountants, statisticians, in our classes. We have photographers, nurses, social workers, artists, musicians, editors. Probably the majority of our members come from the professional groups. With so many types of leisure-time interest open to them they would hardly pursue country dancing, week after week, unless they really enjoyed it. Most of them would say, "It's fun!" if we should ask them why they are dancing. There are many elements in that fun.

As exercise it is less strenuous than handball or a regular gymnasium period; more accessible than golf; fitted by its easy spring and simple running and skipping steps to keep the muscles limber but not to make them stiff. It is one of the few forms of physical exercise which can be indulged in socially, in the evening, and by men and women together.

Its sociability is the essence of the folk dance. Couples do not merely dance with each other, but are constantly shifting and progressing to form new combinations with others. Out of this springs the joy of teamwork, of forming part of a beautiful whole.

The traditional background has a strong appeal, too. Centuries of custom involving village festivities, court ceremonials, and religious rites and

symbols, have produced the dances we are dancing now. However modern we may be, these ancient associations give a fillip to the imagination, a sense of enduring value in music and motion.

One woman summed it up this way: "No matter what happens the rest of the week, or how worried or busy I may be, for two hours on Friday night I am quite happy. I can always count on that." And the editor of a nationally known magazine, who dances in one of our classes, declares that if people only knew what fun it is there would be thousands instead of hundreds dancing.

The Program

The season from October to May centers mainly around regular weekly classes, bi-weekly country dance parties, and the festival held in April under the auspices of the Federation of American Branches of the English Folk Dance Society. One group of graded classes in country and morris dancing meets Thursday evenings, another on Friday evenings. A qualified teacher and an accompanist (on either the piano or the violin), comprise the necessary staff for each class. By using school gymnasiums with their nominal rent we find it possible to offer a course of lessons at an average fee considerably less than \$1.00 an hour per person, which in a large city is unusually low for a strictly self-supporting form of recreation.

On alternate Tuesday nights we hold a general country dance party open to all members of the society and their guests, whether or not they attend the regular classes. The program includes dances of varying degrees of difficulty. At least two are so simple that they can be taught to every one, even "first timers."

Of the festival itself I should like to say more than space permits. It is a gay and joyous occasion at which several hundred dancers from various eastern centers gather. This year it is to be held on April 23, in the Seventh Regiment Armory. Groups in suburban communities, in schools and colleges and churches, receive the list of dances ahead of time and begin special rehearsals so that they can prepare to take part in the massed dances along with the

The release it offers from desk work, the change it affords for mind and body, the enjoyable physical exercise involved, which can be indulged in by men and women together, its essential sociability and the strong appeal of its traditional background make English dancing one of the most delightful of recreation activities for adults. The age-old associations of this dance form give a sense of the enduring values in music and motion.

city classes. Individual members get groups together and coach them. It is a thrilling sight to the spectator in the balcony as he looks down on the evolutions of all the dancers, making the huge floor gay with color and movement, but it is equally thrilling to the dancer to be part of so large a group and see his own steps form part of the whole charming pattern.

English folk dancing is by no means limited to those of British descent. They dance side by side with Americans whose ancestors came from other parts of the world. Our branches in the United States are, of course, affiliated with the English Folk Dance Society. Teachers approved by the society and trained either by the late Cecil Sharp or by those associated with him teach in the different branches, and these branches can, and do, supply or recommend teachers to other groups.

Branches in Other Cities

Boston has a well organized branch, with numerous classes; New York conducts activities such as those outlined, and there are groups in other cities, including Rochester, N. Y., Pittsburgh, Cleveland, Chicago, San Francisco, and Palo Alto, though they are not yet organized as branches. In spite of the variety of plans through which it is offered, too many persons still think of English folk dancing as belonging to academic circles. Physical education classes in schools and colleges are natural places to learn folk dancing, but it has not begun to make its contribution to American life until it steps out of school walls and into the country club, the church social hall, the mountain climbers' lodge. I believe there are many men and women who are not satisfied that golf and contract bridge are the only kinds of recreation open to them, and to whom the totally different kind offered in English folk dancing would appeal strongly.

That is why, even in a year like this, new members are presenting themselves and new groups are being formed. One of the most interesting developments is that of suburban classes served by teachers from near-by metropolitan centers and operated for the pleasure of Mr. and Mrs. Commuter.

I should, perhaps, mention one special contribution of the

(Continued on page 45)

Horseback Riding in a County Park System

Where the automobile must retire in favor of the horse.



Courtesy of the Alberty Co., Brooklyn, N. Y.

By W. RICHMOND TRACY

Engineer and Secretary
Union County, N. J., Park Commission

Starting at the stable in the Reservation, riders soon find themselves following beautiful trails.

As we all know, with the advent of the gasoline engine the horse was replaced on the public highway by the automobile and truck. This same machine, however, because of the resultant sedentary habits developed by man through the various labor saving devices, has popularized the horse and all equestrian sports for recreational purposes during the past few years, far beyond the fondest dreams of horse lovers of twenty years ago.

Hunt clubs, members of which are up at day-break to follow the hounds over hill and dale and back for an early breakfast, are to be found in numerous suburban communities. Riding for exercise and recreation has also had a great impetus in recent years. Riding stables have sprung up in numerous towns and cities in the metropolitan area. Riding clubs which until recently had barely enough entries for a full day's program are now scheduling two- and three-day horse shows.

All those living in closely built up areas and desiring to ride are always confronted, however, with the problem of finding, on unposted prop-

erty, trails and paths suitable for horse and rider. Recognizing this need the Union County Park Commission has made provision for bridle paths in all of the larger units of the Park System. At the present time there are about thirty miles available and many sections are surfaced with cinders, making them usable during the winter months. In the Watchung Reservation of about two thousand acres, the largest unit in the system, there are twenty-five miles of carefully prepared trails where a person may ride all day without encountering a motor vehicle. The open weather enjoyed so far this winter has permitted the riders to engage in their favorite sport daily. The trails have not frozen and the warm sunny days have found numerous riders taking full advantage of these facilities.

The Commission has a large stable, having a capacity of fifty horses, located in the Reservation. Good roads lead directly to the stable and people may travel here in their cars and then enjoy this large wooded area by riding over the many delightful trails which lead into areas inaccessible by auto. Horses may be boarded at the stable by the week or month, and there are about twenty

(Continued on page 45)

Modern Babes in the Woods

By S. ELEANOR ESCHNER

There are many fascinating projects through which children are being initiated into the mysteries of Nature.

THE Forestry Notebook Contest has given an opportunity to the children of the Nation's Capitol to compete for the group of medals awarded by the American Forestry Association, whose medals are distributed yearly in a number of states. Many essay contests have been held through the program of the association, while the planting of trees, tree identification and the preparation of forest posters have been popular. The notebook contests, however, aroused more general interest among the children of the District of Columbia.

The contest held last summer was the second of its kind conducted in the District of Columbia. The first had its origin in the joint efforts of the Art and Nature Departments of the public schools, in cooperation with the American Forestry Association and the District of Columbia Congress of Parents and Teachers. Fifteen hundred books were presented for judging in November, 1930.

The Second Year's Contest

The scope of the contest was broadened the second year by enlisting the interest of all local parent-teacher groups, and mass meetings were arranged in each division before the closing of schools in June. This plan had the desired effect, for after the summer vacation the notebook contest boasted 4,000 entries, and the books made with the help of the parents showed a marked improvement, particularly in the treatment of specimens collected during vacation days.

Plans for the second year's contest were pub-

During the past summer the District of Columbia Congress of Parents and Teachers sponsored a Forestry Notebook Contest as a vacation activity. Mrs. Eschner, State Chairman, Forestry Notebooks, tells how the contest was promoted.

lished early in June so that the boys and girls about to leave the school for their vacations would find in it an interesting summer time occupation. The children of the fourth, fifth and sixth grades of the schools of the District of Columbia and surrounding metropolitan territory were invited to participate. Facts regarding the contest were sent to all teachers of these grades, with definite contest rules.

Trips to the woods brought knowledge of the life of the forest, and leaves, bark and the fruit of the trees were gathered for the notebooks. The only rules of the contest were that the books must be made by the children and must not be under 8 inches by 10 inches nor over 18 inches by 24 inches. Pictures illustrating bird and forest life, including wild life, could be used, and stories of many forest occupations, lumbering, camping, fishing and hiking, might be written or clipped.

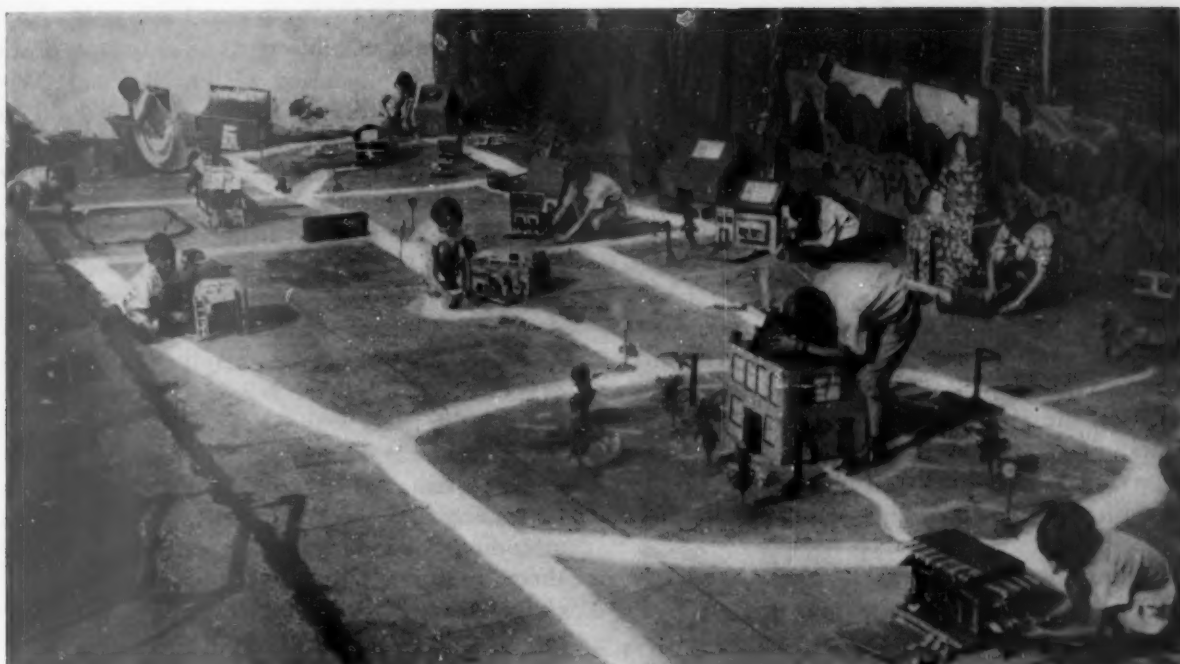
In September the materials collected during the summer were assembled in the classrooms under the leadership of the teachers, and the books were put in shape for entering the contest. Leaves, bark, wild flowers and seeds were perfectly preserved and protected by a wrapping of cellophane. Butterflies were carefully mounted,

(Continued on page 46)



Courtesy American Forests

Winners of the American Forestry Association medals with their attractive Nature notebooks.



Courtesy Playground Association of Philadelphia.

World at Play

A Twenty-fifth Anniversary

On March 7th the Playgrounds Association of Philadelphia celebrated its silver anniversary. Six of the Board of Directors who were charter members are still serving on the Board and taking an active part in the program. Mr. Otto T. Mallery, a member of the Board of Directors of the National Recreation Association, has held office in the Playgrounds Associations of Philadelphia since its organization. The first president was the late Governor Martin Brumbaugh, who when he became president was Superintendent of Schools in Philadelphia. In the entire history of the association there have been only four presidents.

The association has been responsible for the initiation of many of the recreation projects of the city. Chief among these services was the setting up of the original Board of Recreation which later became the Bureau of Recreation. In the beginning the association turned over sixteen playgrounds of the city as a nest egg, holding title to two of the properties which it still operates.

An Optimistic Report

"Greatest year for sports and books, with all records broken for playgrounds, diamond ball, golf and library! Year closed with cash surplus. Biggest tax cut in city's history."

These are a few of the headlines in the story of 1931 as told by reports in the office of the City Manager of Beloit, Wisconsin, H. G. Otis, himself once a recreation worker. Mr. Otis in his reports states that 112,478 people attended the six summer playgrounds—more than twice the number in 1930, while municipal golf with the new club house, enlarged course and splendid greens, chalked up 41,914 rounds of golf. This is a course record and a gain of 43 per cent over 1929. Book circulation at the public library jumped to 128,416, an increase of 44 per cent from 1929.

Boys' Week in 1932

Boys' Week will be celebrated this year from April 30th to May 7th. During this week every effort will be made to "focus attention upon the boy as one of the world's greatest assets by making the nation think in terms of boyhood." The National Boys' Week Committee, 211 West Wacker Drive, Chicago, Illinois, has published a manual of suggestions for the observance of Boys' Week. Copies of this manual may be secured from the Committee.

Westchester County's Music Festival—The Westchester County Recreation Commission is preparing for its annual music festival which this year will be held May 20th and 21st at the County Center in White Plains. There will be 1,500 people in the combined choruses from the various communities. Albert Stoessel will conduct the chorus, while well known soloists of the concert stage and a symphonic orchestra of eighty pieces will assist in the performance. Opening on the first evening with Haydn's famous choral work, "Spring," the Choral Society on the closing night will present as the climax of the festival Beethoven's Ninth Symphony, especially arranged by Mr. Stoessel to bring it within the range of amateur choral performers.

Badminton in Montreal—There were six hundred entries in the city and district Badminton tournament which started January 23rd in Montreal and ran for a week. Only twenty of these were for the junior events for boys and girls, the age limit of which was sixteen years. Five hundred and eighty people entered for the adult events including women's singles, women's doubles, men's singles and men's doubles. The age range of the competitors ran from twenty-five to fifty-five years. "Interest in this game has grown tremendously in the past few years," writes Dr. A. S. Lamb of McGill University, "and it appears that it has come to stay."

A Successful Referendum Election—On the record of its past four years of service, the Niles, Ohio, Recreation Service with the backing of many local groups, including the Juvenile Court, carried on a successful campaign in a recent referendum election which decided the question of the continuation of the recreation program for the next five years. A fact which was effectively used in the campaign was the marked increase in attendance at the playgrounds from 25,508 in 1928 to 47,443 in 1931. In 1928 there were 38 cases brought to the attention of the Juvenile Court judge; in 1931, only 16.

Austin, Texas, Acquires a Tract of Land—On December 15th Austin, Texas, took a referendum vote on the offer made by Col. A. J. Zilker, Sr., to the effect that if the city would purchase at \$200,000 a large tract of land adjacent to the Columbia River he would donate that sum to the Austin Vocational School. The proposal was carried by a vote of two to one.

Safeguarding Children—The entire program of the 1932 Convention of the National Congress of Parents and Teachers to be held in Minneapolis, Minnesota, May 15th to 20th, will be built around the theme of "Safeguarding Children through the Present Crisis." The subject will be considered from the point of view of safeguarding the child through the home, the school and the community.

School Centers Popular—The Recreation Department of York, Pennsylvania, on January 11th opened three school centers. Within two weeks there was a registration of nearly 600 individuals. Each center has had an average attendance of 125 to 150 people, and this is increasing each week. The average age of those attending is about eighteen years, and most of them are unemployed. Center activities include basketball for boys and girls, tap dancing for girls, boxing and wrestling, checkers, table tennis, cards, table bowling, community singing and social dancing.

A Gift to Philadelphia—Through the bequest of Miss Lydia Thompson Morris, Philadelphia has been offered a very notable gift in Compton, the Morris estate, located on one of the highest points in the city. Long famed for the beauty of its location and its view, under the Morris ownership it has been developed as a garden spot of renown among horticulturists. Its Japanese gardens are one of its distinguished features, while the possession of many rare and exotic plants makes it a place of interest to the student of botany. Richly endowed through the gift of Miss Morris it is expected to become an outstanding place for study, and under the control of the trustees of the University of Pennsylvania, named in the will, the Morris Botanical School and Museum will be a notable agency in promoting local interest in botany.

Kenosha's Symphony Orchestra—The Department of Public Recreation of Kenosha, Wisconsin, has a symphony orchestra of sixty players of whom about six belong to the Musicians' Union, which is giving splendid cooperation in the project. The group makes no charge for its concerts and no one is paid except the director of the orchestra. The orchestra gives three concerts a year, the Recreation Department meeting the entire expenses which does not amount to more than \$150. The activities of the orchestra are a real contribution, it is felt, to the musical life of the community.

Los Angeles Plans City Athletic Federation

—Plans are under way for the formation of a municipal Athletic Federation in Los Angeles which will comprise all sports groups and associations now existing in the city under the auspices of the Playground and Recreation Department. There are at the present time athletic associations for the direction of tennis, basket ball, baseball, volley ball, horse-shoes and other sports, with each association controlling numerous leagues and individual clubs. Under the proposed plan municipal athletics in the city would align itself with other amateur sports authorities and the entire program would be enlarged and benefited.

A Gift for Ann Arbor.—The Ann Arbor, Michigan, municipal golf course will be expanded from nine to eighteen holes by the gift of 62.72 acres of land to the Board of Park Commissioners by the Detroit Edison Company. As soon as the lease has been formally executed about forty-five men will be put to work clearing the property.

Golf for Industrial Groups.—Among the activities provided through the Division of Industrial Recreation of the Department of Playground and Recreation of Los Angeles,

California, is golf. Golf classes are held every Wednesday evening in the swimming pool building of Griffith Playground from 6:00 to 9:00. Group instruction is given at ten cents per half hour; individual lessons at \$1.00 per half hour. Golf equipment is supplied without charge. There is an excellent outdoor putting green for which the fee is ten cents for eighteen holes or twenty-five cents for the day.

National Child Health Day.—Among the fundamentals on which the National Child Health Day for 1932 will focus attention are three elementary necessities—the nutrition of our children, the importance of an adequate, clean and safe supply of milk, and the protection of motherhood. "A measure of the joyfulness associated with May Day should be a part of a every day's health program. In 1932, therefore, even more than in recent years, every citizen interested in the health of children in supporting community measures for recreation. Since, in the words of Dr. Miriam Van Waters, young people need 'flowers, trees, water, earth and rocks,' we should extend rather than curtail the development of parks and playgrounds, nature study, artcraft, and hobby clubs."

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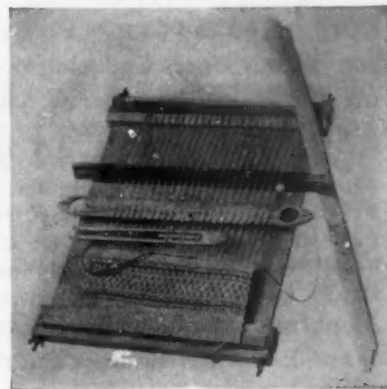
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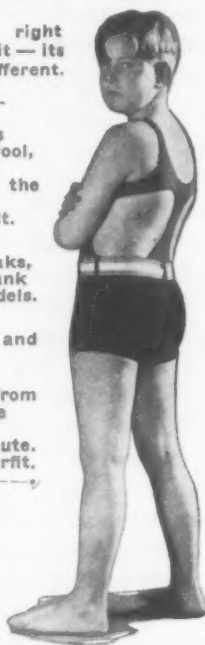
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Drama and Music in Evansville — The Evansville, Indiana, Recreation Department promotes a children's theater which meets at 10:15 every Saturday morning at the Temple of Fine Arts. Plays are presented by the elementary and high schools of the city and by the high schools of surrounding territory. The plays are broadcast in the presence of the children who are admitted free of charge from the public and parochial schools. Because of space requirements tickets are given to a limited number from each school. On a recent Saturday morning one school presented a marionette show for which the marionettes had been made by the children. On February 27th the Recreation Department held its second annual tri-state one act play contest. Eight high schools took part, four from Evansville and four from nearby towns.

On February 16th the Evansville Civic Choral Society, numbering three hundred men and women, presented "The Messiah," the second annual production.

Music Program to Continue—In spite of the reduction of the recreation budget in Cranford, New Jersey, the symphony orchestra will continue. This has been made possible by the fact that the director and the four professional musicians in the orchestra of seventy have agreed to give their services. A further economy will be effected by the elimination of printed programs, the plan being for the director to announce each number and give the explanatory notes.

Members of the community chorus are being canvassed for an expression of opinion on the plan of paying \$1.00 a year dues for the purchase of music. The conductor will contribute her services.

A Bait and Fly Casting Tournament—The Department of Public Playgrounds and Recreation of Reading, Pennsylvania, urged the fishermen of the city to get in trim for trout season by taking part in a bait and fly casting tournament held in the armory on February 29th. The events consisted of one-half ounce bait casting contest at unknown distances and an accuracy dry fly casting contest, 35 feet in a 30-inch ring. "You don't have to be a champion," read the invitation, "to get into the tournament. Get that old rod, line and reel out and try your luck. We are all novices at this game."

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Louisville's Play Tournament—A one act play contest, open to all non-professional dramatic groups in the city was held on March 28th, 29th and 30th in the University of Louisville Playhouse. Contestants were divided into age groups as follows: Junior high school age, senior high school age, and open (no age limit). An entrance fee of \$3.00 was charged upon registration, and each group was given \$3.00 worth of tickets which could be used to defray the entrance fee.

A Play Day for Women—On January 31, 1931 Los Angeles housewives temporarily abandoned brooms for bats and juggled volley balls instead of dishes at the Play Day for Women held under the auspices of the Play-ground and Recreation Department. From widely scattered sections of the city the women came to the Armory at Exposition Park to enjoy a day of play together.

Hiking the Year-Round—The great popularity of walking trips in Westchester County, New York, and its environs has led the Westchester Trails Association, which had previously planned trips only in the fall, winter and spring, to arrange for week-end and Sunday outings during the summer months. Another innovation will be the exploring of fairly unknown hiking territory and the blazing of new trails.

"To Promote and Encourage All the Arts"—The American Federation of Arts, Bar Building, Washington, D. C., is performing important services in the encouragement of the arts through a number of channels, among them traveling exhibitions, package libraries, and the publication of literature. Recreation workers will find it helpful to learn more about this organization and avail themselves of its services.

A Hockey and Sports Camp—The 1932 Mills College Field Hockey and Sports Camp will be held from June 25th to July 23rd on the Mills College Campus, Oakland, California. It will be a "pre-Olympic Games session," scheduled early enough to permit those who attend to include both summer session work and the important meetings to be held in California in July and August. Further information may be secured from Miss Rosalind Cassidy, Mills College P. O., California.

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Again—Play Night at the County Center—The Monday play nights at the Westchester County Center, announced in the February issue of *Recreation*, are arousing much interest. On the second Monday evening there was a total attendance of about 450 individuals actively taking part in the program. To accommodate the young people of high school age who have been coming to the center, the hour from seven to eight has been set aside for their exclusive use. After this the facilities are at the disposal of adults over eighteen years of

THE CHILD AND PLAY

By

JAMES EDWARD ROGERS

*Director, National Physical Education Service
National Recreation Association*

What must be done to bring to every child his rightful inheritance of happy and beneficial play? This vitally important question is answered in this book, which explains in readily understood language for busy parents, teachers, and playground directors the invaluable findings and recommendations on children's play which were developed by the various committees of the White House Conference on Child Health and Protection. The book discusses all aspects of play, inside the home and outside the home. It describes the play impulses of the child and points out how present-day agencies and facilities are providing for the expression of these impulses, and wherein they fail to meet the entire need. Octavo, 204 pages. Illustrated.

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age. One of the splendid things about play night is the opportunity it affords to teach many people who have had no previous experience in the activities how to play basketball, archery, ping pong, shuffle board and quiet games of many kinds, thus laying the groundwork for a more interesting time later.

Social Dancing in Los Angeles—No group of young people under eighteen may have a permit to make use of a playground building in Los Angeles, California, for a social dance. Adults must make application for such a permit, must invite the young people and must supervise the activity if a permit is to be given for social dancing parties for young people of high school age.

The Art Activities of a Settlement—Art activities play an important part in the program of the Irene Kaufman Settlement in Pittsburgh. On January 31st there was an exhibit of paintings made by children at the Settlement which conducts an art school for instruction in plastic and graphic arts, making use of the more important media, especially oil paints. Recitals by pupils of the music schools of the

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Among Our Folks

On May first, Tam Deering, formerly of San Diego, California, assumed the duties of Director of Recreation for the City of Cincinnati, Ohio, as successor to the late Will R. Reeves.

George C. Getgood has recently become Director of the Winnetka, Illinois, Community House of which Dr. J. W. F. Davies was for many years in charge. Dr. Davies is now connected with the Religious Education Association.

Miss Elizabeth O'Neill, formerly Supervisor of Playgrounds, Division of Physical Education, Board of Education, Philadelphia, Pennsylvania, has retired after many years of service.

Sioux City, Iowa, has appointed a new Director of Recreation in the person of John E. Gronseth of Duluth, Minnesota. Mr. Gronseth has resigned his position as Director of the Harlem Boys' Club, New York City, to accept this appointment.

Settlement are given for the benefit of the neighborhood, while the Irene Kaufmann Players present four major productions a year.

"School Management"—A new magazine, "School Management," dealing with the administration, equipment and construction of schools, has begun publication with offices at 11 East 32nd Street, New York City. Clyde R. Miller, Director of the Bureau of Educational Service, Teachers College, Columbia University, New York, is editor; George J. Hecht is president and publisher. The first issue contains an article by John Dewey, "America Needs an Entirely New Educational System."

Championships to Be Abolished in New York State—The New York State Public High School Athletic Association has begun action to abolish not only State basketball tournaments but all State championships. This action will begin to take effect after the games which have been scheduled for this year have been played. "The association," writes F. R. Wegner, Secretary-Treasurer of the association, "is fostering a wider athletic and physical education program for boys and girls through the stimulation of intramural activities and through determining principles which will aid the schools in setting up inter-scholastic contests on the basis of equality of competition. Believing in the educational principle of learning by doing, the association is encouraging



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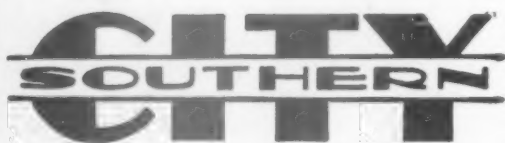
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and fostering schools to use this principle of conduct in interscholastic games so that winning as the object of the game may be supplemented with the more worth while objects of play."

Lawn Bowls in Worcester.—About twenty years ago Mr. Donald Tulloch, returning from a visit to Scotland, brought with him sixteen bowls and converted a tennis court at his home into a small bowling green. Thus bowling on the green was introduced in Worcester, and ever since a large group of men have played at this private green every summer. In 1929, Mayor O'Hara made a sufficient appropriation in the parks and recreation budget to provide for a public bowling green in the Green Hill Park area. There are now one hundred members in the Worcester Bowling and Curling Club, and on week nights and Saturday afternoons from twenty-five to sixty men play on the seven rinks. The erection of flood lights has made it possible to play for hours after sundown and from May until November the green is kept in playing condition. Members of teams from other cities occasionally come to Worcester to compete with the local team.

Popular Playground Projects

(Continued from page 8)

7. Square Dance "Swing Four Ocean Wave."
8. Cornhusking and Husband Calling Contests.
9. Square Dance "Rotate Four."
10. Schottische.
11. Square Dance "Change and Swing."
12. Square Dance.
13. Square Dance—Extra.

Athletics

The popularity of athletics never wanes. Twenty-seven play fields in Seattle, Washington, were reported last summer in the third annual relay carnival held under the auspices of the Park Board and the *Seattle Times*. An innovation was introduced in the sectional preliminary plan which made it possible to put on the carnival in a five-day period. The city was divided into three sections, one day being allotted to each for preliminary events in the fields of that particular area. More than 2000 boys and girls took part in the carnival which included three divisions of boys and two of girls. Boys were classified according

to height, while girls were grouped according to ages, those fourteen and fifteen years of age competing separately from those of thirteen and under. Playground ball throw for distance was an event in each classification. Each first place winner received a medal and ribbons were awarded second and third place winners. The winning play field took permanent possession of the banner emblematic of the city play field championship. The Park Board's 20-piece band was on hand to give added color to the event, leading the grand march of all the contestants.

Horseshoe pitching was a popular activity on the Seattle play fields, nearly all of which are equipped with courts. The Park Board held a junior horseshoe tournament late in August in which 80 young players competed for the city championships. The event came as a climax of the elimination tournaments held on the individual courts. Boys fourteen years of age and under pitched over 30-foot courts in one division, while boys fifteen and sixteen years of age played on regulation 40-foot pegs.

Giving The Girl A Chance

(Continued from page 17)

those interested in music, drama, handcraft, social and mental recreation.

There is a great need for more group activities which young men and young women may enjoy together. So many cities have had unfortunate experiences in mixed group play that they refuse to conduct clubs and dances for mixed groups. Other cities do not have a trained leader, the initiative or vision to provide for the needs of the "man crazy" young women for natural community groups. Thus the great need for employed girls is not being met in many cities.

More family play is essential. So often the complaint is heard that the family is being split up; each member finds his recreation in a different place. We need more family play activities, community nights, picnics, parties, home play suggestions, entertainments, music and dramatics.

A great need lies in the control of poor athletic programs for girls and women and the substitution of well selected activities. Some cities have beneficial athletics for girls but in others the players are exploited for the glorification of the coach, for the advertising value to the commercial firm from gate receipts of the organizer of the meet, backing the team, and in some cases, for the profit tournament or league.

Magazines and Pamphlets

Recently Received Containing Articles
of Interest to the Recreation Worker

MAGAZINES

Camp Life, January 1932.

"Master of Science" in Organized Camping.
Training Courses of Interest to Counselors and Directors.

Parks and Recreation, February 1932.

Saveland Park—A Small Park for a Residential Neighborhood, by Alfred L. Boerner.

The Alama Placita—A Denver Park and Playground That Attracts the Motorists' Attention, by S. R. De Boer.

A German Park and Playground Designed by American Architect.

Acquiring Park Lands by Special Assessments, by E. A. Howard.

Is Recreation a Necessity? by V. K. Brown.

New Haven's Parks Keep Pace with Archery Movement, by Harold V. Doheny.

Building a Golf Course.

Regina's Parks and Playgrounds in Winter, by J. W. Craig.

The American City, February 1932.

Ridley Park, La Grange, Ga.—An Unemployment Relief Project, by E. S. Draper.

How City Planning and Civic Spirit Have Kept Springfield at Work, by Joseph Talmage Woodruff.

New Boulevard and Memorial Drive for Trenton. Unemployment Relief Work Creates Permanent Improvement.

Gift Restores Lost Park Site to City and Makes Work.

Tennis on a Reservoir.

Christian Citizenship, (Y. M. C. A.) Vol. 10, 1931.

Motivating Games, by Frederick Rand Rogers.

Scouting, March 1932.

Indian Pageant and Dances.

A Night Hike.

The California Parent-Teacher, March 1932.

Principles of Recreation.

Summer Playgrounds, by George C. Tinker.

Does Leisure Bring Happiness? by Ivah E. Deering.

Recreational Illiterates, by Winifred Van Hagen.

Neighborhood Activity Groups, by Mrs. H. C. Eichmann.

Alhambra Establishes a Community Clubhouse, by Mrs. H. C. Baldwin.

Recreation Program of Oakland Council, by Mrs. W. C. Heim.

The Rotarian, March 1932.

"Well, So I'm Seventy," by Thomas Arkle Clark.

(A plea for hobbies.)

The American City, March 1932.

Present Day Swimming Pools Achieve High Standards of Design and Operation.

Sanitation Furnishes a Holiday Resort—Germany, by Gordon M. Fair.

To Serve the Living and Honor the Dead—Berkeley, Calif.

Items in a Million-Dollar Recreation Program—Los Angeles.

The Journal of the National Education Association,
February 1932.

Character Building, a Community Enterprise, by
Francis C. Rosecrance.

The Journal of Health and Physical Education, March
1932.

The Women's Division of the N. A. A. F., by Agnes
Wayman.

The Third Winter Olympics, by Warren E. Johnson.
A County Play Day, by Joseph H. McCulloch.

Oklahoma City Junior High Schools Adopt New
Intramural Program, by Joseph E. Roop.

20 Cardinal Principles for Women's Basketball, by
Marjorie E. Fish.

PAMPHLETS

Proposed Everglades National Park

7th Congress—Document No. 54. Available from
Government Printing Office, Washington, D. C.

*The Buffalo Society of Natural Sciences—Seventieth An-
nual Report, 1930-31.*

*Annual Report of the Division of Parks and Recreation of
the Department of Public Welfare, St. Louis, for Year
Ending April 1931.*

*Twentieth Annual Report of the Playground Community
Service Commission of New Orleans, La., 1931*

*Second Annual Report of the Board of Park Commis-
sioners, Chillicothe, Ohio.*

National Negro Health Week, issued by the United States
Public Health Service, Washington, D. C.

May Day—National Child Health Day in 1931,
published by the American Child Health Association,
450 Seventh Avenue, New York City.

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Good Digging to You!

(Continued from page 23)

tail and from the flesh colored ones, the dolls with
painted faces and woolen curls.

Small boxes, such as match boxes, are good for
pasting projects. They can be covered with a
single piece of envelope lining or made patchwork
fashion. Three of the boxes placed one on top of
another and bound around with wide ribbon be-
come a doll's bureau when a tiny button is fas-
tened on the front of each box. Powder boxes
come in fascinating shapes and can be covered
with bits from the upholsterer, as can perfume
bottles. An interesting effect is secured by filling
a good sized perfume bottle with hot water and
then "painting" on the outside with crayons which
melt from the heat of the water and blend.

A little sewing companion is a perennial favor-
ite. To make one of these attractive sewing boxes,
cut two hexagonal pieces from medium weight
cardboard. Cut cloth about one inch larger than
the cardboard pieces and cover each piece by bast-
ing edges of cloth together on box. Fasten the
two pieces together with an over and over stitch
to form the base. For sides cut twelve pieces of
cardboard as per pattern, which may be made any
size desired, and proceed according to the direc-
tions for the base. Join sides and base with over
and over stitch.

None of the ideas we have are new. Things
do not have to be new and startling for children
to like them. If they are fun for the child to make
and useful to him when done, they can be re-
peated year after year. The little toddler who
goes with big sister this year, next year is big
enough to come alone and in all probability she
has secretly planned all winter to make what big
sister made last year!

Your community will have different materials
to offer than mine. Each locality is a gold mine in
itself—so, good digging to you!

Promoting Art Hobbies

(Continued from page 30)

getting to be what we are aiming for, a means of
giving to each and every individual member a
freedom of spirit, an escape into idealism, an op-
portunity for self-expression, and a place for the
imagination to run riot.

English Folk Dancing as Recreation

(Continued from page 32)

"machine age" to this movement. It is possible to secure phonograph records of some of the simpler dances and with the aid of a teacher, or at least of some one who knows the figures, to begin dancing even if a musician is not available.

Inquiries by any reader who wishes further information will gladly be answered by Miss Susan H. Gilman, secretary of the Federation of American Branches, English Folk Dance Society, 159 East 33d Street, New York.

Horseback Riding

(Continued from page 33)

horses for rental by the hour. Competent riding instructions are provided and class instruction to school children is one of the features of the program. During 1931 13,927 riders were recorded on the trails in the Park System. This is some indication of the popularity of the sport.

Special Programs

Special programs are held from time to time such as moonlight rides and paper chases. Many enjoy the jumps and several are available for those who have horses trained in this equestrian art. There are an almost unlimited number of activities which can be promoted that serve to make this sport attractive to young and old alike.

The Watchung Riding and Driving Club which operates in connection with the stable has its headquarters here, and each year promotes a very successful horshow. Serious consideration is now being given to extending the program to a two-day show. The riding ring where the show is held is located adjacent to the stable and is an ideal spot for such an activity. Nestling at the foot of a slope with a background of dense trees and shrubbery, the setting gives the appearance of a large private estate rather than a public park.

The bridle trails in the Watchung Reservation are always beautiful, but to ride them on a spring morning when the dogwood is blooming full is to see this wooded area at its best. At these times the trails are banked on either side by these snow white blossoms glistening with the morning dew. The loosened petals strewn on the path from above are crushed into the soft ground by the shod hoofs of the horses.

As long as the human race can have contact with living things of beauty in this form, life will continue to be a challenge which all of us will strive to meet!

THE NEW PADDLE TENNIS PADDLE



IF yours is one of the 165 cities where Paddle Tennis is now a regular part of the Recreation Program —

IF yours is one of the hundreds of schools and colleges where Paddle Tennis is now a popular intramural sport —

IF yours is one of the many Summer Camps where Paddle Tennis is a popular tournament feature —

You will want to have this new "Tennette" model Paddle Tennis Paddle, introduced for the first time this year. Specially designed in shape, weight and balance, it has exactly the same "feel" as a regular tennis racquet. It affords perfect control of the ball. Paddle Tennis played with this paddle, has an added speed and is a real preparation for tennis itself.

If you have not yet introduced Paddle Tennis as a part of your recreation program, try it this season and just see how popular it quickly becomes with all your people. It is played on a space only half as wide and half as long as a tennis court. The equipment is surprisingly inexpensive. Send the coupon for descriptive circulars, Rules of Play, and prices.

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285 Madison Avenue, New York

Please send descriptive circular, Rules of Play, and prices for Paddle Tennis.

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THE PADDLE TENNIS CO. INC.
285 MADISON AVE., NEW YORK, N. Y.

Sole Makers of Paddle Tennis Equipment

RECREATIONAL LITERATURE

(Please mention Recreation when writing companies)

110 Organization, it has been found, can add greatly to the enjoyment and popularity of horseshoe pitching. The Diamond Calk Horseshoe Company, Duluth, Minnesota, has issued a booklet entitled "How to Organize and Promote a Horseshoe Club" which gives a model constitution for a club, outlines the duties of officers, suggests a program of activities, and offers suggestions for laying out a court. All the information you need to start a club and initiate your horseshoe program is here in a nutshell.

111 An attractive new playground catalogue (No. 17) has just been issued by the American Playground Device Company at Anderson, Indiana, a pioneer in the manufacture and sale of playground equipment, having been established in 1911. In view of the increasing emphasis on home play and the needs of the pre-school child, two pages of the catalogue devoted to "Home Playground Items" will be of special interest to many. A kindergarten slide, a lawn swing for tiny tots, an infant's swing, a self-propelled child's swing and a teeter totter are among the equipment which the American Playground Device Company has especially designed for backyard playground use. Many other pieces of apparatus and devices for municipal, school and private playgrounds are outlined. A helpful feature of the catalogue is the inclusion, with the description of each piece of apparatus, of information regarding installation material, total labor hours and number of men required.

The latest development in park equipment, the double duty park bench, is an interesting new device shown. It contains three articles—two settees and a table. With picnicking so popular this new money-saving, comfort-producing device will commend itself to park and recreation officials.

113 "On one-fourth the space at one-fourth the cost." Here is a slogan which has a distinct appeal, especially in a period of reduced budgets and with space for play limited in many communities. A circular, "Paddle Tennis," issued by the Paddle Tennis Company, Inc., 285 Madison Avenue, New York City, sole makers of official paddle tennis equipment, will tell you the advantages and enjoyable features of this game which has won an important place for itself on the playground program. A copy is yours for the asking.

114 In the March issue of "Recreation" the National Recreation Association announced that patterns for making doll furniture from cigar box wood would soon be ready for distribution. These patterns are now available and a complete set may be secured for \$.20. The articles for which plans are offered include a vanity dresser, davenport, high boy, bed, kitchen cabinet, kitchen range and ice box.

In planning your handcraft program you will want to remember that another inexpensive project is presented in the patterns published by the N. R. A. for the construction of three types of paper boats. These may be secured for \$.20.

Modern Babes in the Woods

(Continued from page 34)

and the forest life of birds and beasts interestingly portrayed. Many books boasted original poems, sketches, essays, stories and descriptions and were interspersed with pictures and original photographs.

Through the courtesy of Dr. Alexander Wetmore, Assistant Secretary of the Smithsonian Institute, permission was secured to use the foyer of the National Museum for the exhibit. The presidents of the local parent-teacher groups were requested to appoint two chairmen, one to take books to the museum and check them out at the end of the contest, the second to take charge of the display during the time of the exhibit at the museum.

Seven divisions of the District of Columbia Congress of Parents and Teachers were represented with books, each division having three classes of books—Group 4, 5 and 6. There were three distinct groups of judges. Group 1 was requested to select the best three books in each class in every division; judges in Group 2 selected the best book in each class of their division. The final judges were Dr. Gilbert Grosvenor, President of the National Geographic Society, Dr. Alexander Wetmore, of the Smithsonian Institute and Mr. C. Powell Minnegerode, Director of the Corcoran Gallery of Art.

Trophies were awarded the winners in a ceremony held in the auditorium of the National Museum. Awards were divided into three classes. A large plaque, mounted on a black walnut stand and bearing a bronze reproduction of the General Sherman tree, was given for the best school exhibit of notebooks. This was awarded the Jackson School for its remarkable showing of individual notebooks. Of the eighty children enrolled in the fifth and sixth grades, seventy-five submitted notebooks of which fifty were of sufficiently high quality to receive the commendation of the judges. A small bronze medal, also bearing a reproduction of the General Sherman tree with a background of Sequoias delicately executed in bas-relief, was given for the best notebook prepared as the joint effort of an individual room. Medals were also awarded as first prizes for the best individual notebooks prepared by a girl and a boy.

New Books on Recreation

Music in American Life

By Augustus Delafield Zanzig. With a foreword by Daniel Gregory Mason. Oxford University Press, New York. \$3.50.

THE findings of the study made by Mr. Zanzig under the auspices of the National Recreation Association are to be found in this volume of 560 pages. "It is an especially valuable handbook of musical information for all those interested in music as an important part of community life," writes Hollister Noble in the *New*

York Times Book Review, February 21st. Mr. Noble points out that the book is not only a survey but a comprehensive textbook of musical efforts in the United States, an extensive listing of the various kinds of opportunities provided for individuals to carry out as far as possible whatever musical interests they have. "A quality that enhances the value of this survey is the intelligent attitude maintained by

Mr. Zanzig in constantly distinguishing between those individual efforts illuminated by a genuine love of music, which are found only too rarely in every land, and that widespread attitude of regarding the appreciation and understanding of music simply as the social obligation of a cultured person." Copies of the book may be secured from the National Recreation Association.

America's Tomorrow

By C. C. Furnas, Ph.D. Funk & Wagnalls Company, New York. \$2.00.

IN this delightfully written book the author "to whom the object of life is to live," attempts to draw a picture of America's future placed on the background of her present. He reviews the growth of machinery which he believes will finally reduce the working day to an hour or two so that "the job which supports you will become a rather insignificant chore, and the hobby and avocation will absorb more of your energies." There will be employment for all, he prophesies. Labor will get its fair share of the profits, and the specter of old age poverty will be banished by an industrial pension system that is already beginning to evolve in our larger plants. Leisure, he says, is going to become more and more one of the demands of our standard of living and it represents our last great step toward liberty. With all this time on our hands, Professor Furnas asks, what are we going to do? He answers the question in a most illuminating way.

The happy state of affairs he pictures will not come about without difficulties, the author admits, but he is as sure it will come. Written in this spirit, the book is one well worth reading at a time when gloom is so pervasive.

The Awakening Community

By Mary Mims and Georgia Williams Moritz. The Macmillan Company, New York. \$2.00.

HERE is a human book written by two women who have been community workers in Louisiana and who through this book are making their experience available. It is not a formal text book but a book of rich and happy experience. "No one," says Dr. Charles W. Pipkin in his introduction, "can read the adventures of Louisiana communities without believing more in the courage of creating a finer American life. . . . It is a glad human message of friendship and fellowship, of work and play, and of the renewing powers of creative community building of which this book tells."

In the first part of the book the authors describe their visit to Denmark and their work in various communities in this country. The second section of the book includes a collection of programs—recreational, educational, inspirational, and political—for community meetings.

In Defense of Tomorrow

By Robert Douglas Bowden. The Macmillan Company, New York. \$2.00.

MR. BOWDEN's book, awarded the John G. Agar prize for the best book on the soul of America in a contest sponsored by the National Arts Club, is the defense and an interpretation of the machine age. He traces the influences which have shaped America's concept of the State, of religion, of art, literature, and education, and surveys present trends and predicts the probable effect of the machine age upon the individual in the course of its advance. Without ignoring the black marks against our civilization, he sees a distinct gain in the machine age in that it has freed the simple citizen, has amplified his life, widened his horizon, increased life's resourcefulness and released time for leisure.

American Foundations and Their Fields

Twentieth Century Fund, Inc., 11 West 42nd Street, New York. \$1.00.

THIS study, which covers the last fiscal year of each of the foundations listed—in most cases the calendar year of 1930—presents its findings under the headings of "Definitions" (foundations and fields of interest) and "The Returns"—(number of foundations; capital funds; geographical distribution; total grants paid; the flow of



funds by field of interest and type of activity; miscellaneous data, and foundation tables). Appendices include check list of American foundations, fields of interest; foundation grants classified, and two charts showing the flow of funds.

Handbook on Winter Activities in Snow and Ice.

Compiled by Women's Editorial Committee, American Physical Education Association. Spalding's Athletic Library. \$.25.

This booklet represents a new member of the series of athletic guides and handbooks for women and girls. It includes revised rules for ice hockey, articles on methods of conducting group work in skiing, skating and snowshoeing, and contains programs for outing clubs and snow carnivals. It also offers an adaptation of men's rules for ice hockey for the use of girls' and women's groups.

1932 Olympic Games.

Spalding's Official Athletic Almanac. Spalding's Athletic Library. No. IX. \$.25.

All interested in the Olympic Games will want to secure this booklet which gives facts about the program for Los Angeles, as well as Olympic, world, American and foreign records.

A Contribution to the Theory and Practise of Parents Associations.

By Maria Lambin Rogers. United Parents Associations of New York City, Inc., 152 West 42nd Street. \$.50.

Mrs. Rogers' booklet comprises a discussion of the theory and practise of the United Parents Associations of New York City which from 1925 to 1930 made a self-conscious attempt to convert the programs of a number of parent-teacher associations and mothers' club from haphazard civic welfare work to parent education through study of the parent-child relationship, of the work of the child's school, and the new developments in the science of education. No one is in a better position to treat this subject than Mrs. Rogers, who from 1925 to 1929 served as executive secretary of the association. The booklet is not intended to be exhaustive, and an effort has been made only "to sketch the pattern which theory and practise have assumed after five years of work; to list and describe briefly the community situation and attitudes which on the one hand indicate the need for some such social effort as the organization has made, and on the other largely determine the method it can utilize and the results it can attain."

A Thousand Ideas for Mothers.

By Helen Jackson Millar. The Century Co., New York. \$2.00.

Well called "an investment in ingenuity," Mrs. Millar's book is a clearing house for the ideas and experiences of mothers. In it are to be found tested remedies for conditions and problems of many kinds. On the play side there are suggestions for parties, picnics and games, rainy day diversions and hints for things to do for the only child or the convalescent boy or girl. "Toys and Playthings" is the title of one section.

Playthings for Children.

By Dr. Lois Hayden Meek. Day Nursery Bulletin. December, 1931. National Federation of Day Nurseries, Inc., 122 East 22nd Street, New York City. \$10.

In addition to an interesting article by Dr. Meek, this issue of the Day Nursery Bulletin contains some suggestions for books and play materials and a number of book reviews.

Stunts of All Kinds.

By Katherine A. Miller. Richard R. Smith, New York City. \$1.50.

The author of *Stunt Night Tonight* has given us another book of good times in this volume which contains some easily presented stunts which modernize mythology, history and fiction from the folk lore of many lands. They are, many of them "gaily absurd" and fun-provoking. The second part of the book contains a number of well worked out party plans which will be very helpful to all who entertain.

The Recreation Kit, 29.

Edited by Katherine and Lynn Rohrbough. Church Recreation Service, Delaware, Ohio. \$.25.

Leap Year is the fitting theme of the latest Kit which includes Valentine and Washington plans, folk songs and thirteen musical games.

Ballads for Acting.

Arranged by V. B. Lawton. The Macmillan Company, New York. \$1.00.

"Walk up, walk up, ladies and gentlemen, and take your seats for the show!" For here is real drama and melodrama, too, in traditional form with traditional words and music. The idea of the ballad play is pantomimic. The whole of the ballad may be sung by the bard or chorus, the actors performing the story in dumb show; or the principals may speak the words which fall to them in the ballad while the air is played softly, the bard or chorus taking up the story. Five ballads are presented here with the music and suggestions are offered for their presentation.

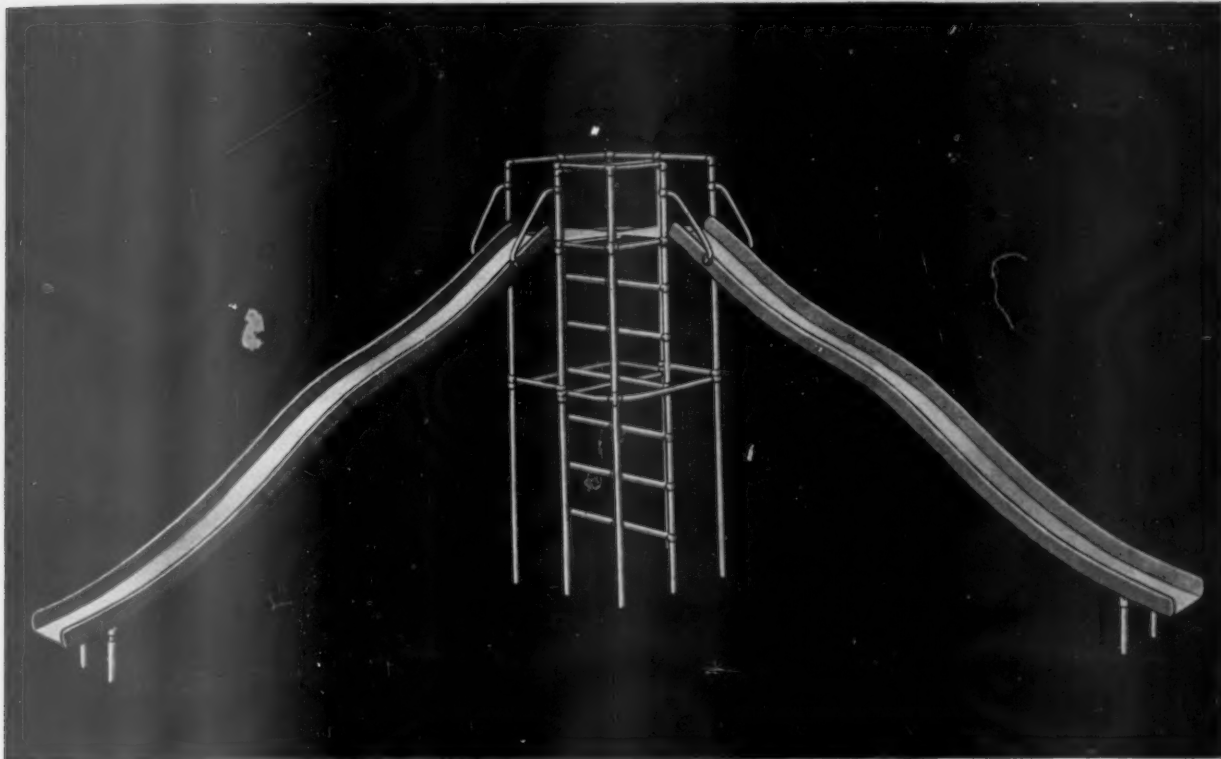
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DOUBLE CHUTE COASTER SLIDE

Here is a new device that is really three-in-one. It has two chutes plus a climbing ladder located on the inside of the supporting tower which is absolutely as safe as a stairway. Not only does this device afford fun but it also affords exercise.

Either straight or wave type slides may be had. There are no sharp or protruding parts. The overall height is $10\frac{1}{2}$ feet, to platform 8 feet, 4 inches. Length of chutes, 16 feet.

The design and materials of this chute are in keeping with the high standards of the American Playground Device Co.

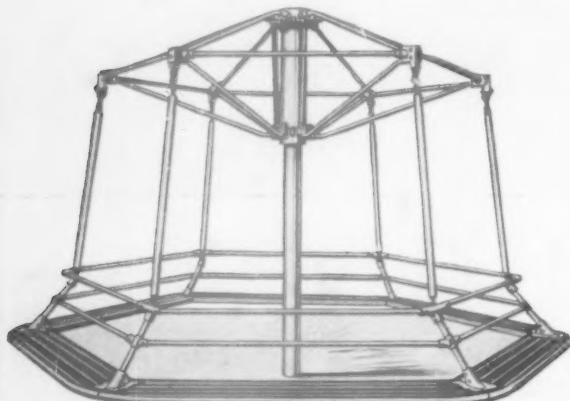
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COMPANY, Dept. R.
ANDERSON, INDIANA



EverWear Merry-Wave-Stride (Patented 1740304)—How the children do like this! One alone, or fifteen at same time can use it. They soon "get on to" the rhythm, which brings the most safely thrilling results. Investigate it.



EverWear ExerWhirl (Patent Applied For)—They like this! One alone, or fifty at same time can use it. No child in any danger of being crushed: EverWear design insures this. A dandy fine outfit which should be on every playground. Investigate it.

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Safe, beneficial action is provided by the 255 different types, sizes, and units of recreation apparatus found in the splendid EverWear line.

An outfit for every play purpose. The design and details of construction insure safety and durability. Investigate them.

Have you read the information found on the inside front and back cover pages of the EverWear catalog No. 23? If you do not have this splendid book, write for your copy.

The EverWear Manufacturing Co.
Springfield, Ohio



EverWear Circular Climb (Patent Applied For) — One alone, or fifty at same time can use it. The children climb in, around, up and down, through and on the outfit. The higher they climb, the closer they are to the center; a most important contribution to safety. Investigate it.

PLAYGROUND APPARATUS

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